

*Library*

VOLUME XX

NUMBER 3

**BULLETIN**  
**OF THE**  
**AMERICAN ASSOCIATION**  
**OF**  
**UNIVERSITY PROFESSORS**

**ANNUAL MEETING REPORTS**

**EDUCATIONAL DISCUSSION**

**NOTES FROM PERIODICALS**

**MARCH, 1934**

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EDITOR: H. W. TYLER

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JOSEPH MAYER

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## EDITORIAL NOTE

The present issue completes the account of the annual meeting with the reports of committees on Required Courses in Education, International Relations, Cooperation with Latin-American Universities, and University Ethics. The Reactions to the Report on College and University Teaching were not presented at the annual meeting, but assembled by the chairman on the basis of a large amount of correspondence during the year. It is to be hoped that the active and wide-spread interest in the whole subject of college and university teaching will continue through the chapters as well as in the pages of the *Bulletin*.

The review of the annual report of the College Entrance Examination Board is supplemented by extended quotation in view of rather fundamental changes foreshadowed by it.

For the April and May *Bulletins* a larger supply of local and chapter notes, or of other correspondence in regard to the activities of the Association, will be welcome.

Correspondence on the problems of the Committee on Organization and Policy will be welcomed by the chairman, Professor S. A. Mitchell, University, Virginia.

## NOTES AND ANNOUNCEMENTS

### JOINT COMMISSION ON THE EMERGENCY IN EDUCATION

The Joint Commission on the Emergency in Education, appointed by the National Education Association and the Department of Superintendence, plans to ask the Federal Government to appropriate money for the aid of schools in the present educational crisis. Following close upon the announcements that more than 2000 rural schools had shut their doors, and that the schools of some large cities will be forced to close by March 1, a nation-wide campaign for emergency relief to public education was initiated in Washington at a conference of educators at which both the Joint Commission on the Emergency in Education and the Legislative Commission of the National Education Association were represented.

Relief will be sought either through congressional or administrative action at the earliest possible moment. Participating in the effort to prevent the complete collapse of the American public schools are forty-eight state education associations with a total membership of 600,000 teachers and school officers.

Reports placed before the recent Washington Conference showed a gradual decline in educational opportunity throughout the entire nation, and included accounts of pitiful sacrifices of teachers and parents to provide their children with even a meager portion of their American birthright of education. Teachers were found copying texts in long hand in order that there might be a sufficient supply of books for the pupils to study. Many teachers have taught months without any kind of pay. A total of more than \$40,000,000 is now owed to teachers by school districts which will be able to provide only a few more weeks of school this year for their children unless substantial assistance comes from the Federal Government.

One out of every four cities has already shortened its school term this year. The terms in practically every great American city are today one or two months shorter than they were seventy to one hundred years ago. The nation is literally stepping back into the educational opportunities of the early nineteenth century.

One out of every four teachers is now being paid a rate less than that established for factory hands under the Blanket Code of the Federal Administration. Children are being herded into schoolrooms under conditions in which individual instruction is impossible. The recent ban on child labor has freed many additional children who expect a chance to continue their schooling, and in many states are required by law to do so. Twenty-five thousand teachers have been dropped from the schools, while a million more pupils have come into them.

The action taken by the Washington Conference follows the endorsement of the fundamental principle of federal relief to schools as an integral part of the recovery program by leaders of such civic groups as the National Congress of Parents and Teachers and the American Federation of Labor. With the assistance of all organized groups interested in the welfare of children, it is hoped to secure action by the Congress before the schools of the nation are closed and educational efficiency is wrecked.

#### AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

The following resolution was among those adopted at the annual meeting of the American Association for the Advancement of Science:

##### *Unemployment among Scientific Men*

"WHEREAS, experience has shown that it is sound economic policy to accompany or, if possible, precede any large planning and construction program by scientific investigations dealing both with the general principles involved and the particular and local conditions of the problem; and,

"WHEREAS, a large number of competent scientists and engineers, particularly among younger men, are at present unemployed; and,

"WHEREAS, the scientific and technical skill acquired by these men through years of costly training constitutes a vital national asset which is in danger of dissipation by their diversion into other pursuits; and,

"WHEREAS, the incidence of unemployment upon the technically skilled and especially upon the rising generation among them is of very great severity; therefore be it

"RESOLVED, That the American Association for the Advancement of Science respectfully urges upon those in responsible charge of recovery and reconstruction funds, public and private, and especially upon those legislative and administrative bodies who determine the general conditions of such work, that provision be made for adequate scientific and technical cooperation in the planning and execution of these projects."

It was further voted that the officers of the Association be authorized to cooperate with public and private agencies in promoting the objects of the foregoing resolution.

##### *A Declaration of Intellectual Freedom*

"The American Association for the Advancement of Science feels grave concern over persistent and threatening inroads upon intellectual freedom which have been made in recent times in many parts of the world.

"Our existing liberties have been won through ages of struggle and at enormous cost. If these are lost or seriously impaired there can be

no hope of continued progress in science, of justice in government, of international or domestic peace; or even of lasting material well-being.

"We regard the suppression of independent thought and of its free expression as a major crime against civilization itself. Yet oppression of this sort has been inflicted upon investigators, scholars, teachers, and professional men in many ways, whether by governmental action, administrative coercion, or extra-legal violence. We feel it our duty to denounce all such actions as intolerable forms of tyranny.

"There can be no compromise on this issue, for even the commonwealth of learning can not endure 'half slave and half free.'

"By our life and training as scientists and by our heritage as Americans we must stand for freedom."

The Committee on Place of Science in Education organized a day's program in the interest of science teachers and is to prepare a similar program for next year's meeting at Pittsburgh.

#### ASSOCIATION OF AMERICAN COLLEGES

The annual meeting was held at St. Louis, January 18 and 19, with a large attendance. The following resolution was transmitted to President Roosevelt:

Since many young men and women qualified to enroll in our colleges and universities have not been able to do so through lack of funds, and since it is evident that many students now enrolled will have to drop out at the end of this semester, thereby increasing the number of unemployed;

We therefore petition the United States Government through the CWA, CWS, or other appropriate funds, to provide financial aid for college and university students in tax supported and endowed colleges and universities (chartered not for profit) through the agency of the institutions themselves;

We further petition the United States Government through the RFC or some other agency

(1) To lend money directly to the colleges and universities on secured student notes given in payment for tuition and other regular fees;

(2) To lend money directly to the colleges and universities for the purpose of refinancing existing obligations at a low rate of interest, similar to the plan under which such loans are granted to tax supported institutions, and

(3) To lend money to colleges and universities, at a low rate of interest, to carry through to completion building projects which had been projected and announced at least three years ago.

In the Report of the Commission on Educational Surveys, Chairman Robertson mentioned the analysis by Dr. W. C. Eells of all surveys in the field of higher education and commended for study the surveys of the University of Chicago and of the Methodist colleges, as well as the



report of the Committee of the American Association of University Professors on College and University Teaching.

The Committee on Classification of Institutions has prepared a classification for the use of administrators, professors, and others, desiring to compare enrolment statistics, equipment, finances, etc. On recommendation of the Executive Committee, the Association voted to re-establish its commission on academic freedom and academic tenure, with the following membership: President J. L. McConaughy, of Wesleyan University, chairman; Chancellor S. P. Capen, of the University of Buffalo, President Meta Glass, of Sweet Briar College, President R. A. Kent, of the University of Louisville, and President Edmund D. Soper, of Ohio Wesleyan University. It is anticipated that to some extent this committee will cooperate with that of the American Association of University Professors.

The general theme of the program was the Search for Values.

The officers for 1934 are President, William Mather Lewis, Lafayette; Vice-President, D. A. Robertson, Goucher.

#### JUNIOR COLLEGES IN THE UNITED STATES

The number of junior colleges, as summarized in the Directory of the Junior College, 1934 (compiled by Doak S. Campbell), has increased from 497 in 1933 to 519 in 1934, the enrolment, however, apparently falling from 106,016 to 105,457. That this decrease was fictitious rather than real is shown by the fact that enrolment data were not received from a considerable number of institutions which reported the previous year and which are known to be in operation this year. Two hundred and fourteen are public against 192 last year. Three hundred and five are private in each year. The average enrolment in the public institutions is more than 350, in the private institutions about 110. Public junior colleges are found in 37 states, California standing first with 35. The largest number of private institutions is 23 in Texas. The junior college is prevailingly co-educational and is becoming more so. Fifty-eight per cent of the private group are under denominational auspices. The great majority are on a two-year basis. There are 3639 full-time and 2464 part-time instructors in 394 of the institutions.

*School and Society*, vol. xxxix, No. 996

#### INSTITUTE OF INTERNATIONAL EDUCATION

The January issue of the *News Bulletin* of the Institute includes brief articles on "Medical Study Abroad," "International Education in Bolivia," "Student Emigrants from Germany." Notes on forthcoming international congresses provide another item of interest.

Concerning the emigration from Germany, it is stated that between eight and nine thousand students have been dismissed from German universities, and that between fifteen and eighteen hundred have emigrated.

Mention is made of a guide book for American students in Great Britain now issued in a revision brought up to date, the chapter on professional study being very much extended to include schools specializing in a great variety of subjects. Successive chapters are devoted to General View of Education in the British Isles, Undergraduate Study, Graduate Study, Professional Study, Education for Women, College Life, Summer Schools in England, Societies of Use to Students from Overseas. Copies may be secured from the Institute, Two West 45th Street, New York City, at twenty-five cents.

#### AMERICAN COUNCIL ON EDUCATION

A special meeting of the Council for the consideration of an amendment to the Constitution was held February 10, the Association being represented by Professors Lancaster, Doyle, and Tyler. The following proposed amendment of the Constitution was adopted:

##### *Section 2*

The general object of the Council and the basis of membership therein shall be to advance American education in any or all of its phases through comprehensive voluntary cooperative action on the part of educational associations, organizations, and institutions and in the fulfillment of that purpose to initiate, promote, and carry out such systematic studies, cooperative experiments, conferences, and other similar enterprises as may be required for the public welfare and approved by the Council.

The former reading of this section was:

The general object of the Council and the basis of membership therein shall be the initiation, the promotion, and the carrying out through cooperative action of enterprises of fundamental importance for the advancement of American education by means of systematic studies, publications, conferences, and other similar devices. It is understood that such matters will lie mainly in the field of university and college work, and in related educational fields.

The Director of the Council since December, 1922, Dr. C. R. Mann, was, at his request, appointed Director Emeritus, and the Executive Committee was authorized to report a nomination for Director at the annual meeting of the Council in May.

## DISPLACED GERMAN SCHOLARS

A report issued by the Emergency Committee as of January 1 states that approximately 1500 scholars have been affected. The Committee has rigidly adhered to two principles: first, that institutions should be entirely free to join in the Committee's plan or to reject it; second, that they should be equally free to act independently. Monetary assistance has been received from the New York Foundation and the Nathan Hofheimer Foundation, as well as from the American Jewish Joint Distribution Committee and from private sources. The Rockefeller Foundation has also contributed equally with the Emergency Committee in most cases.

Grants have been made for placing 36 scholars, including five economists, five mathematicians, three physicists, and others distributed or not yet selected. Of the 24 so far selected, 18 are Jews; of five others the Committee has no record of racial origin.

The funds placed at the disposal of the Committee could not in any case have been made available for the support of unemployed American scholars. The Committee assumes no responsibility for continuance after the two-year term. It is estimated that not less than 1200 persons are still unemployed. A list is given of similar groups of assistance in England, France, Germany, Holland, and Switzerland.

## SCIENCE IN THE FIELD OF ADULT EDUCATION

The American Association for Adult Education has undertaken a study of the place of science in the field of adult education. It is particularly desired to obtain information as to successful practices and as to existing needs that are not being met. Information may be addressed to Mr. B. C. Gruenberg, Associate in Science, at the office of the Association, 60 East 42nd Street, New York City.

## ANNUAL MEETING REPORTS

### SOME REACTIONS TO THE REPORT ON COLLEGE AND UNIVERSITY TEACHING, COMMITTEE U

Nearly fourteen thousand copies of the Report on College and University Teaching have been distributed during the past six months to members of the Association, college and university presidents, deans, members of governing boards, officers of educational organizations, college librarians, and others. The chairman of the Committee and the Field Director have received several hundred letters containing a great variety of comments on matters contained in the report. Some short extracts from this correspondence may be of interest to readers of the *Bulletin*:

#### *From the President of a Large State University*

"This report is the most significant document that has been issued on the subject of college teaching in recent years. It is a scholarly, unprejudiced, disinterested attempt at an analysis of the forces and factors affecting college teaching. It recognizes that there are many problems relating to college teaching that deserve special investigation. On the other hand it serves as a very happy and wholesome check upon those who would make unwarranted claims on the basis of ill-conceived or poorly conducted investigation."

#### *From the Chairman of the Board of Trustees in an Eastern College*

"Great lawyers, great doctors, great preachers, great statesmen are rare and no system has ever been worked to ensure their appearance. Great teachers are rare, great research men are rare, rarer still those who are both. Really poor teachers are also rare. The truly great are the choicest treasures any institution may possess, the truly poor teacher is an awful liability which almost never can be discharged. Whenever an institution takes steps to get rid of an incompetent professor he naturally doesn't admit his incompetence but raises the cry of interference with academic freedom or makes some other issue. Any interference with academic freedom puts your association on the war-path, quite properly."

#### *From the President of a Small College in the Middle West*

"Much of the dissatisfaction with college teaching today arises from the professors of education who have to justify their existence and from disappointed parents whose children should have entered a vocational school or business college or finishing school instead of a liberal arts college. Rigid entrance requirements honestly enforced might cut college

enrolments in half but would do more to solve the problems of college teaching than any other one thing. It is wholesome for a profession to appraise its personnel and its methods, but until it can discard the sentimental fallacy that every Tom, Dick, and Harry is educable to whatever point above literacy and decent manual skill his fond parents decide upon, until then progress will be very, very slow."

*From the Dean of an Eastern University*

"The report is exceptionally well written and is filled with good, sound common sense. I hope that it will be widely read. It is stimulating and certainly presents some sound views on teaching. I like particularly the last two sentences, 'The way to get good teaching is to employ good teachers. Hence, the primary problem is not one of methods, but one of men.' I fear that many teachers have been led astray in recent years by educationalists who lay so much stress on methods and little on real teaching ability. All of the great teachers that I have known, and that is no inconsiderable number, had little or no knowledge of modern teaching methods as now taught to teachers."

*From a College Librarian*

"It is not correct to say that the teacher who does not engage in research work (*i. e.*, 'writing') can not be a good teacher, but it is unquestionably true that the teacher who is not also an earnest student of his subject can not be a good teacher. Ordinarily, if a man be of a reflective or critical turn of mind, this constant study is bound to foment ideas of his own on his subject, and these he will seek to express either in lectures, conversations with his colleagues, or in writing. Writing is the most effective means of well-ordered expression, and publication makes further demands upon the care the scholar must give to the presentation of his findings or opinions. Thus, making every allowance for teachers who do not 'write,' and certainly not condemning them simply because they do not, those teachers who engage in study, and publish the fruits of their studies from time to time, must tend to be more desirable as members of a college faculty."

*From the Dean of the Graduate School in a Southern University*

"I have read the report through with pleasure and profit and have nothing but praise to offer. It is thorough in its investigation, clear in its organization, temperate in tone, and presented in an attractive style. The report comes at what seems to me an opportune time, for with the financial crisis in our educational world the presidents and faculties will have to take stock and examine more carefully than ever



objectives and results. The crisis will, I hope, lead to the elimination of many useless courses of study and to the strengthening of the essential ones. I trust also that it will lead to more serious efforts to bring about greater coordination and coherence in the college curriculum so as to help the student get some sort of synthesis in his work, rather than an educational patchwork. If only our presidents could be relieved of the everpressing burden of getting more money, and our deans could become less concerned with credits, we might be in a position to study and discuss broad educational principles in our faculty meetings.

"In the graduate school too we need to relax somewhat the eternal drive, which leaves the student little time for meditation, mental digestion, and cultural outlook. While holding up before the graduate students ideals of sound scholarship, we can at the same time help them to get the teacher's point of view and cultivate methods of attractive presentation of the material they have collected. Even among teachers from our high schools I find the papers presented before a seminar are often deadly dull, revealing no skill in selection, no art in delivery. For my own part, this report has impressed on me the necessity of keeping ever in mind the requirements of the teacher, and hereafter in my graduate courses I will take every opportunity to stimulate my students to think constantly over problems of teaching so as to strengthen their own work in the classroom."

*From the Executive Secretary of a Western State University*

"I hope this report may be studied very carefully by college and university administrators generally. As you have clearly brought out, important improvement in teaching must come from the teaching profession itself and it is therefore particularly fortunate that such a study should have been made under the direction of the American Association of University Professors. The statement of the purpose of teaching embodied in the first section is exceedingly well stated. I wish it might be everywhere accepted by the teaching profession. Unfortunately I have found a great many teachers consider it no part of their business to interest their students."

*From the Dean of the College of Liberal Arts in an Eastern University*

"I thoroughly approve of the conclusion of the Committee that nothing can supplant the natural born teacher in conjunction with the capable student. Would that some method might be derived whereby the administrator could tell before a candidate was employed whether or not he would develop into a capable teacher. Frequently it is only after a number of years of trial that the weakness or strength of an

instructor makes itself apparent. I have as yet to find any single method which will give an administrator a sure evaluation of an instructor's capabilities.

"Procedures which produce enviable results in the hands of one instructor result in total failure when tried by another instructor even in the same subject matter. In fact, two different classes may respond in an entirely different way to identical methods. This emphasizes to me the futility of certain well meaning but misguided departments in trying to establish standard methods of procedure. It is with some hesitancy, therefore, that I feel called upon to criticize the instructor simply because he is violating all of the recognized rules of pedagogy.

"I look upon that man as a good teacher who maintains the respect and confidence of his students, instills enthusiasm for the subject he is teaching, stimulates independent research on the part of the students, and guides them toward solution of their more difficult problems. It makes little difference to me how these results are obtained. I feel that the report of the committee is especially to be commended because it has stimulated questioning on the part of the instructional staff as to their own methods and an examination of the results which they are obtaining. This is difficult to accomplish when initiated by an administrative officer. The committee is to be congratulated on its splendid report."

*From the President of a College for Women*

"I find myself in complete sympathy with the task defined and undertaken by the Committee on College and University Teaching, and congratulate it on the intelligence and liberality of spirit with which the investigation has been carried on.

"That college teachers as professional men and women have a right to self-initiated criticism; that 'good teaching results in good students'; that among logical means of testing teaching the testing of students comes first—these conclusions will inspire educational administrators. Personally, because of sincere effort made in recent years by \_\_\_\_\_

\_\_\_\_\_ College and its faculty, the writer finds encouragement in the recognition given by the report to the values of comprehensive examinations, external examiners, and new type tests. This acknowledgment must include a recognition of the usefulness and suggestive quality of Part III of the Report, entitled a General Discussion of Committee Findings, which reveals the variety of active interest, and the ripe experience of high-minded participants in the profession of college and university teaching."

*From the Dean of the School of Education in an Eastern University*

"I regard the report as an excellent piece of work and one that ought to be of benefit to the university schools of education quite as much as to members of faculties of colleges of liberal arts.

"The Committee has been wise in the balance that it has struck between cultural and professional training. I believe there is a strong tendency at the present time for the training of teachers for all grades of schools to be more cultural and if the liberal arts professors will co-operate as much as I believe education professors would be willing to do, the two groups could get together on a much better plan of teacher preparation than any we have yet had.

"This School of Education stands squarely for a balanced education for the teacher whether for elementary school, high school, or college. We regard emphasis upon method at the expense of subject matter as futile. Probably we should have to agree with the report that most college professors believe they are teaching quite as well as professors of education who do much more theorizing about it. We have repeatedly said to ourselves in this School that if we are to be a School of Education, we ought to do the best teaching within the whole University, but we are not sure we are doing it."

*From a Professor of Educational Psychology*

"An animus toward the educationist occurs again and again. The committee was inclined to minimize the actual research that had been done by men in the fields of professional education. There was a feeling that training in education could be of little value to college teachers, and when referring to the objective or new type examination the statement implied that they might be suitable for courses in education and in some of the elementary courses in the academic fields. There is also a statement to the effect that the educationists have done most of the published writing about problems pertaining to college problems, but the real work, empirical and experimental, has been done by the academic faculties.

"I am also inclined to think that, in a sense, the view of the committee is a trifle limited. They have, it appears, more than justifiable faith in the significance and validity of professors' opinions and experiences. The committee seems to lack, to some degree, the experimental and scientific attitude which expresses itself in a desire for experimental set-ups to test certain practices in higher education. These adverse criticisms are mere feathers on the left hand side of the scale and weigh only slightly against the many excellent virtues of the committee's report."

*From the Dean of a College of Agriculture*

"The comprehensiveness of the report and the soundness of the viewpoint impressed me very much. The statement of teaching objectives, namely, that the principal function of the teacher is to 'induce self-propelling intellectual activity on the part of the student' is the most apt statement that I have read in this connection for many a day.

"Assuming that teachers have received some preparation and that a reasonably good selection has been made, it is highly important that they be given some encouragement and recognition. Many people go into the teaching profession with the highest enthusiasm, only to sink into a rut as far as their teaching is concerned within a relatively short time. There are many reasons for this. Many of the younger teachers undoubtedly feel that advancement comes only as a result of research, administration, public service, direction of student activities, or something besides teaching. It is of the greatest importance to encourage young teachers, and even older ones. There are many ways of encouraging them. It wouldn't do any harm whatever for heads of departments, and even deans, occasionally to commend verbally or in writing people who are doing a conspicuously good job of teaching. Neither would it do any harm for the head of the department to discuss teaching problems with the members of the staff and either develop enthusiasm for the teaching job or get somebody who would develop some enthusiasm. It seems to me that teaching problems should be one of the liveliest topics of discussion in any department, or even in closely related groups. It is my general impression that in many cases faculty meetings and departmental meetings are nothing more or less than cheap imitations of boards of directors of business institutions. If faculties can not find time to discuss vital problems of teaching, what can they discuss profitably? The establishment of rules and regulations, the polishing of the administrative machinery, and the great joy that many administrators seem to find in the mechanics of education is, to say the least, very disheartening to people who are really interested in education.

"Good teachers should not only be encouraged to teach, but they should be given the opportunity to teach. There are altogether too many distractions in American institutions. Any one who has had experience in European universities must realize this very keenly. The extensive demands on many teachers for all sorts of service except that of teaching make it very difficult for the teacher really to teach. . . . In many institutions the teacher is so overcrowded with manifold duties that he has no real opportunity to get himself into proper condition for teaching."

*From the Vice-President of a State University in the Far West*

"I have read with great interest and enjoyment the Report of the Committee on College and University Teaching. It is a long, long time since I received a committee report of such high quality. It is so easy for me to say Amen to practically everything in the report that there is little more that I can do except to raise two questions:

"First: Is there any place in a college for a young man who is a brilliant scholar and research man but who can not teach 'for sour apples?' My own answer would be that under our present system there is not, and until definite provision can be made for helping such a man become at least a passably good teacher after he has joined the staff, there ought never to be. The place for such a man is a university if we are to think of nothing for him but an academic position.

"Second: What if all the members of a given department are poor teachers? Will a self-survey likely be of much help?"

*From the Director of University Extension in a Northwestern State University*

"I have been greatly pleased with the breadth of vision shown by the report and also by the clarity and precision with which it seizes upon the essential and fundamental principles and aspects of a very complicated and perplexing problem. It seems to me that the preliminary list of questions, as prepared by the Committee, is itself a very significant contribution to the attempt to formulate a really meaningful analysis of the factors involved in college and university teaching, and of the ways in which the problem of improvement in such teaching may best be attacked.

"But I must confess to a feeling that the word 'educationist' is used throughout this report with a somewhat derogatory connotation. Perhaps such a meaning was not intended and perhaps the feeling that it is there is wholly imaginary. I also have the feeling that several of the statements or assertions of fact in the report are not adequately supported by experimental evidence. It seems to me that we have come to a place now where many of the things which we have been taking for granted, and many of the assumptions which underlie our educational thinking, should have re-examination, and should be subjected to rigorous, scientific examination under experimental conditions for the purpose of securing objective and measurable results. Objective experimental procedures, when repeated often enough in many, widely separated places, will result in a body of factual evidence that may be accepted as valid."



*From a University Librarian*

"May I congratulate the Committee on the clearness and force with which the report is written. It is refreshing to see a problem, about which there is so much loose talk, handled in such a detached and objective manner.

"I am somewhat surprised in reading it through rather carefully, most of it more than once, to see no mention of the college or university library as an adjunct to teaching. While, of course, the means of assisting instruction are not properly the subject of the report itself, some comment on the completeness with which college teachers are furnished with proper library and laboratory facilities would not, to my mind, have been out of place.

"In your consideration of the teaching 'load,' it seems to me that not quite enough consideration has been given to the differences in both the subject matter and the necessary apparatus in different departments. There are certain subjects of instruction which have had a long history and whose material has been condensed and presented in textbook or other forms for centuries. I refer to such topics as college mathematics, the ancient languages, and philosophy. The necessary apparatus for handling the presentation of these subjects is compact. There is no need for referring students to a large amount of ephemeral and scattered materials. Such a need exists in the case of instruction in most of the social sciences and in many technical disciplines. I do not mean to imply that materials in the subjects I have first mentioned are not fully as fresh and as erudite, and in their entirety fully as great in amount, as those in the newer subjects of instruction. It is, however, fairly simple to provide and be familiar with the materials for a course in trigonometry or the Odes of Horace. It is quite a different thing to teach courses in municipal government, public finance, or taxation, to mention but a single department. It is simply impossible to handle subjects of this character without constant search in current periodical literature and in government reports for materials to be presented.

"I am glad to see that the Committee, at least by inference, fails to condemn the lecture as a mode of presentation. There are some topics which seem to be best handled by this method, and I am decidedly of the opinion that wholesale condemnation of teaching by lecture as old-fashioned and antiquated fails to take cognizance of the fact that a few topics are unquestionably best handled in this manner."

*From the Head of a Department in an Endowed University*

"I believe that this investigation of college teaching is one of the most important things that the American Association of University

Professors could undertake. Out of my own pocket I bought a dozen copies of your report for the younger members of the department and have made definite plans to spend an evening discussing the matter in the department.

"I trust that this is just the beginning of activities along this line."

*From the Dean of a Small Western College*

"The report deserves the highest commendation. It is thorough, impartial, and based on fundamental common sense as well as on adequate research. Naturally one does not agree with all of the conclusions, because teaching is so largely an individualistic matter that no two people can wholly agree upon it. In the discussion, for example, of large *vs.* small sections, one wonders if after all the issue does not concern itself to a large degree with the individual concerned. This seems to me to be true both from the standpoint of students and of instructors. Some students, in my experience, profit more from the lecture method and some from the discussions in smaller groups. The same thing holds true of instructors; some men are far more successful as lecturers than they are in leading the smaller sections.

"From the standpoint of my office the most important problem is to find some method of evaluating the instruction of individual faculty members. The various plans ordinarily proposed for this have not appealed to me, and I was interested in finding that they made no greater appeal to your committee."

*From the Director of a College in a Large University*

"I am very much interested in your comments on the quality of college teaching today and particularly in that section dealing with the problem of the greatly increased numbers in the universities and colleges of the country and your statement that 'There is every reason to believe that this great expansion in the size of the student body has involved some deterioration in the general level of undergraduate competence.' I am wondering if you are not drawing a false analogy here with your idea that expansion means dilution. I would question what you mean by undergraduate competence. Competence for what? If you mean competence for the mastery of standard courses in Latin, Greek, chemistry, physics, psychology, English, etc., perhaps you are right. If you mean human competence for undertaking living in society and the attacking of the normal human problems, I should be inclined to take issue with you.

"I was very much interested in your paragraph on page 43 beginning 'More frequently' and particularly with the sentence 'One writer has suggested that the trouble lies deeper—that it goes back to the general

American attitude toward scholarship and earning power.' In the hundreds of conferences I have had with students in the past few years I have discovered a very large majority of them look upon education entirely from the commercial angle. They want their college training to be one or another of a series of pneumatic tubes labelled chemistry, law, medicine, social work, etc., into one of which they may slide at the beginning of the freshman year and emerge as seniors or graduates with a pop-bang into a job and with earning power very much increased over what they conceive it might have been had they not gone through the tube. In a very large majority of our conferences with students on their programs and curriculums we hear the oft reiterated refrain, 'I want to take only courses that will do me some good,' and by good they mean accumulating credits toward a degree in a specialty with a view to a job. I think, however, that the depression is gradually breaking down this psychological set on the part of students, the uncertainties in which they find themselves, the loss of jobs by parents, the failure of students of many years of training to get jobs have made them wonder if after all it would not be better to train broadly, to make themselves adaptable so that they might jump with more or less intelligence into whatever job or jobs may possibly offer in the future. Such a change is, as I conceive it, gradually swinging us back toward public opinion favoring cultural education."

REQUIRED COURSES IN EDUCATION  
COMMITTEE Q<sup>1</sup>

In the course of a statement, discussing the effects of the extensive report submitted a year ago (published in the March, 1933, issue of the *Bulletin*), Professor Shryock stated that he understood the main criticism of the findings on the part of professors of education to be directed against the soundness of results based upon only about 400 returns of the questionnaire sent to high school teachers. While this is a question of the principles of statistical evidence, Professor Shryock replied, the belief of Professor Williams and the rest of the Committee is that when a great deal of non-statistical evidence has accumulated the need for purely scientific proof is diminished. Specifically, he said, the "general impression among the great majority of arts college teachers is that the work in many of the required professional courses in education is not of a satisfactory character," and also added that "the students themselves who are required to take these courses are often convinced while taking them, as well as after taking them, that much of the work therein is of questionable value." So far as results were con-

<sup>1</sup> Presented at the Annual Meeting, December 29, by Professor R. H. Shryock of Duke University in the absence of the chairman.

cerned, Professor Shryock said he understood there had been considerable criticism of the report among education men. There was some evidence of general approval among arts college professors. The Modern Language Association of Southern California, for instance, was urging the latter group to support the work of the Committee. In Indiana, a group was taking action looking toward state legislation, in order to secure a reduction in the number of professional courses required for the teaching certificate in that state.

Professor Shryock urged the Association to consider the whole matter carefully, however, before it took any action looking toward a change in the requirements for the professional training of teachers. Other factors were probably involved, besides whatever limitations might be inherent in education subject matter as such. It was his own opinion, for instance, that much of the apparent student dissatisfaction with professional courses was due to the place such courses occupied in the training program. They are still given, in many cases, to students who have had little or no teaching experience, and who therefore have no background against which to discern the possible values of the work. Experienced teachers may find a professional course worth while which students consider meaningless. By requiring their courses of inexperienced students, education men have been unfair to themselves and to their subject. There should therefore be more practice teaching and less theory in the undergraduate training program; and some or all of the theoretical work removed therefrom should be placed on the graduate level.

Professor Shryock observed that so long as many professors thought the present state of professional training unsatisfactory, the Association would seem to be justified in opposing any move to require professional education training of teachers on the college level. On the other hand, he did not think that progress could be made with regard to the training of public school teachers, save through the cooperation of the more critical education men and the more liberally minded college professors.

#### INTERNATIONAL RELATIONS REPORT OF COMMITTEE C

The Committee on International Relations of the American Association of University Professors has devoted itself since last March largely to cooperation with the Emergency Committee in Aid of Displaced German Scholars, of which the Chairman of your Committee is Secretary.

The Emergency Committee in Aid of Displaced German Scholars, formed in May, 1933, for the purpose of placing in American colleges

and universities a limited number of displaced German scholars, has enjoyed the support and cooperation not only of American educational institutions but of educational associations and foundations as well. Approximately one thousand German intellectuals have suffered the severance of their relations with German institutions of learning. While no definite and authentic statistics are available it is generally agreed that eighty per cent of the total number are "non-Aryans," while the remaining twenty per cent have been dismissed because of suspected Marxist, pacifist, or communist tendencies.

All German scholars invited to honorary or temporary professorships in American institutions have been chosen not by the Emergency Committee in Aid of Displaced German Scholars but by the institution with which they are to be associated. The average annual stipend is \$4000 and the period of tenure two years. All financial responsibility on the part of the Emergency Committee is to cease with the close of the academic year 1934-35.

Funds at the disposal of the Emergency Committee in Aid of Displaced German Scholars were not available for the support of unemployed American professors.

Practically every field of scholarship is represented in the group of twenty-two scholars invited to American universities on the basis of grants made by the Emergency Committee in Aid of Displaced German Scholars. The following institutions have extended invitations: Boston University, Brookings Institution, Brown University, Bryn Mawr College, University of California, Carnegie Institute of Technology, University of Chicago, Columbia University, Cornell University, Johns Hopkins University, University of Kentucky, Massachusetts Institute of Technology, University of Michigan, New York University, University of Pennsylvania, Princeton University, Stanford University, Union Theological Seminary, Vassar College, and Yale University.

Additional appropriations will be made when and if sufficient funds are forthcoming.

The Chairman of the Committee on International Relations has been appointed by the Secretary of Labor to membership on the Sub-Committee on Education of the Committee on Ellis Island, and it is hoped that the recommendations of this Committee will result in elimination of certain procedures that have previously been a source of inconvenience and annoyance to foreign professors and students arriving in the United States.

S. P. DUGGAN *Chairman*



COOPERATION WITH LATIN-AMERICAN UNIVERSITIES TO PROMOTE  
EXCHANGE PROFESSORSHIPS AND FELLOWSHIPS  
REPORT OF COMMITTEE L

During the past year, conditions have not been propitious for active furtherance of university interchange relations, but your Committee has endeavored to be of service to various distinguished Latin Americans who have been carrying on studies in the United States. Among these are Professors Angel Guido and José Matías Cid of the University of the Littoral, Rosario, Argentina; Herminio Portell Vilá of the University of Havana; David Segura y Gama and Enrique Beltrán of the University of Mexico. Dr. Angel Guido, who was the recipient of an honorary doctorate in fine arts from the University of California, in recognition of his outstanding work in architecture, delivered a number of lectures while in this country. Señor Moisés Sáenz of Mexico, also, lectured at the University of Denver. In September a large group of tourists from Brazil visited the United States, among whom was Dr. Manoel Cicero Peregrino, professor and former President of the University of Rio de Janeiro, and some other professors. Dr. Enrique Gil of Buenos Aires visited the United States in representation of the Argentine American Cultural Institute.

Several American professors have visited Latin America during the past year: Professors Gertrude Hirst of Barnard College and Harold Clark of Teachers College, Columbia University; Professor Mary W. Williams of Goucher College; and Professor D. M. Phelps of the University of Michigan, among others. Reference should also be made to the fact that Miss Elizabeth Mason, formerly of Goucher College, has become President of Santiago College for girls, in Chile, as well as to the trip made by the distinguished New York lawyer, Mr. Severo Mallet-Prevost, to various Latin-American countries. Professor Arturo Torres-Rioseco of the University of California, while in South America on a Guggenheim fellowship, gave two lectures in Chile.

The number of Latin-American students in the United States is naturally smaller this year. It is gratifying that very few of the special scholarships offered this group have been dropped or suspended. Latin-American students are having more difficulty with visas than formerly, owing to the fact that they are required to prove ample financial responsibility in order to obtain a visa permitting them to remain here indefinitely, and so frequently have to accept a short-term student visa instead.

July 24 last marked the 150th anniversary of the birth of General Simón Bolívar. This occasion was fittingly observed by several colleges and universities during their summer session. Institutes or

seminars on inter-American relations were held at various institutions as usual. It is gratifying that Bennington College, Vermont, almost at its inception held, in October, a ten-day seminar on Latin-American relations and Latin-American culture.

In closing this brief report, the Chairman of the Committee begs to say that during a trip to South America which he is about to undertake for the purpose of attending the Seventh International Conference of American States, he will endeavor to strengthen our relations with such South American universities as he may have the opportunity to visit.

L. S. ROWE, *Chairman*

UNIVERSITY ETHICS  
REPORT OF COMMITTEE I

The Committee has dealt during the year with the following matters:

(1) Reconsideration of a part of the report on public utility ethics published in the *Bulletin* of May, 1930. A letter prepared by Professor Seligman, the author of the report in question, has been published with the approval of the Committee in the October *Bulletin*.

(2) *Authorship Rights*. A complaint has been received from a former graduate student in a large university that her ideas had been wrongfully appropriated by the professor with whom her work was conducted. The issues involved appear to be so far technical as to preclude action by this committee or any other agency of the Association. A letter was addressed by the Secretary to officers of a number of specialist societies inquiring what the attitude of these societies would be in regard to dealing with charges of this character. The replies received indicate no available machinery for the purpose, and it would appear that protection against abuse must depend as heretofore on mutual recognition of rights and obligations and on the copyright laws.

(3) *Property Rights in Inventions*. The Committee has had its attention called to published statements, but has not deemed it practicable to take any action in regard to them.

(4) The attention of the Committee was called to an article published in "The New Republic" alleging that administrative officers of a certain School of Business Administration were violating professional ethics in issuing a periodical giving advice to investors, while the school was receiving aid from an organization of investment bankers interested in stock promotion. Correspondence was carried on by the General Secretary with the administration of the university by which it appeared that the published statement was seriously inaccurate.

HENRY CREW, *Chairman*

## EDUCATIONAL DISCUSSION

### THE POTENTIALITIES OF THE YOUTH MOVEMENT IN AMERICA<sup>1</sup>

... We have never had in America a youth movement worthy of the name. Since the War, we have heard much about Flaming Youth and the rebellion of youth in this country; but these terms have merely described a rather smart-alecky, premature sophistication which was the natural reaction to the hypocritical puritanism of certain elements of the older generation. Strange to say, when the Flaming Youth of the war period entered early middle age, it found itself equipped with habits of excessive drinking and forced gaiety which have proved positively repulsive to some of the present younger generation. There may be something exciting about wildness when it seems to be new and novel, but to engage in the more or less obligatory wildness of an older generation is another matter. There is no sense of adventure in that. There is nothing more repulsive to youth than a ritualized elderly obscenity.

Frankly, I think all of us feel it is a shame that the unorganized youth movements of America should have been so identified in the public mind with matters of personal habits. After all, these things do not change a great deal from generation to generation. There are always certain elders to be shocked and certain youths who in the innocence of their hearts get a great kick out of doing the shocking. This kind of thing, while it may cause heartbreaks in certain homes, is without fundamental significance. I think we are all agreed that nothing of this sort ever has or ever will constitute a true youth movement.

A true youth movement must be a new, vital, adventurous approach to the potentialities of the coming age. There has never been anything of this sort in the United States because hitherto our youth have seen fit to disagree with their elders only on superficialities. Our college life has expressed its vitality in such rackets as organized football, or college activities of a sort which remain essentially the same from generation to generation.

The depression of the past three years should create a genuine youth movement. Hundreds of thousands of boys and girls who thought they were going to slide through college on father's money now know that either they will have to work their way through college or they can not go at all. Thousands of students who have recently graduated can not get jobs. Of necessity, therefore, hundreds of thousands of young people are asking the question, "Why should this great grief have come

<sup>1</sup> Address before the National Student Federation, Washington, D. C., December 31, 1933.

to us? What has suddenly gone wrong with civilization? What can we do to fix it up?"

They blame their parents and try to get to the bottom of things. This is fine. Go ahead and blame us all you want. My only fear is that you won't strive desperately enough to understand. As I read about foreign youth movements, I am led to think that there is something altogether too smug, complacent, and self-satisfied about the youth of the United States. There is more to college life than talking about football scores and college dances. Of course, the students who take part in athletics, or in running the school paper, are perfectly right when they suggest that there is something more to college than merely studying. But I am wondering if the extra curricular activities as formalized and commercialized in 90 per cent of our colleges really furnish anything so extraordinarily worth while. As a matter of fact, many of us are beginning to wonder if the colleges themselves are as vital as they should be in furnishing the leadership to enable the youth of today to grapple in an adventurous way with the realities of the coming day. Originally schools grew up around the striking personality of some one individual or group of individuals who were passionately convinced of the need for certain changes. Being continually consumed with the fire of their convictions, they lit up the realities of the immediate future for an entire generation. Afterward, the faculties gather, the piles of brick and stone are erected, but the fire all too often subsides. An orderly, sustained course of study may take its place. But an orderly, sustained course of study, while it is exceedingly important in its own way, is not sufficient for a youth movement.

I think it is a mistake for an older man to be dogmatic concerning the objectives of a youth movement. The young people themselves have keen intuition. If they approach the problems of our civilization with a strong desire to see something worth while accomplished, I am sure that all of us will be surprised at how rapidly the new world can be brought into being.

It seems to me that youth instinctively believes in the doctrine of the New Deal, as against special privilege. It sees no reason why one young fellow should inherit a million dollars when he has no more ability to manage the money for the benefit of society than a million other youths. The matter of passing wealth on from one generation to another in such a way as to increase the wealth producing power of society is a matter of the very greatest concern. Putting the money of the dying generation into the hands of the Government by means of heavy inheritance taxes furnishes an apparently easy answer, but we all must remember that fundamentally sound answers are probably not obtained thus easily. The question is one of bringing about a continu-

ous flow of capital into those industries for which there will be an adequate future demand. Where do we want to go? What is the fundamental desire of this next generation?

Hitherto the desire of the coming generation was always to exploit the frontier. When the frontier passed out of existence about the time of the war, we turned our desires for a time to the exploitation of marvelous new inventions, but we had gone into this field only a short distance when we discovered that we couldn't go so very far with these new inventions until we had perfected a mechanism for social justice which would enable us accurately to balance production with consumption and to steer this country in its relationship with other nations in a decent, sensible way. . . .

As the youth movement sets forth on its voyage of adventure, some of the most important pieces of equipment are vigor, intense interest, frankness, and lack of prejudice. Narrowness, bitterness, and dogmatism must be left behind. It is up to youth to create simultaneously the new wine of the spirit and the new vessels capable of holding that wine. A narrow, mean, petty nationalism will not be strong enough to hold the spirit of the next generation; neither will a cloudy, idealistic internationalism. I trust also you will not be too easily deluded by those socialistic, communistic ideas which lay emphasis on the economic man to the exclusion of the artistic and religious man. In brief, the youth movement might well be familiar with all the "isms" of the older generation without being definitely committed for or against any of them. You will have to put the facts which confronted your elders into a new and more-living relationship. Think and feel with the greatest intensity, but don't be prematurely logical and set in your ways.

One capacity which I trust both the administrators of the New Deal and the members of the youth movement will have in common is the ability to disagree harmoniously about the superficialities as long as there is agreement on the fundamental attitude. That fundamental attitude as I see it is a pliable willingness to face the facts and a passionate eagerness to shape those facts to bring about a better balanced life, not only in this country but in the whole world. We can not recognize those who are interested primarily in short-time monetary profits for certain industries or for certain classes. Such people have the special privilege concept of government, a concept which may be appropriate at certain stages in history, but which, I trust, will not be successfully revived in these days when our machinery for production, communication, transportation, and consumption can be so easily operated on a continental and a worldwide scale. Yes, both the New Deal and the youth movement need pliable minds with which to reassemble the facts, broad concepts and the ability to apply these concepts to specific



situations in a precise, practical way. Long after the present administration has passed out of office and you have reached the middle age of your voting life, this problem will still be with you. You will doubtless have seen the American people swing several times back from extreme liberalism to extreme conservatism. . . .

To those of you who are instinctively progressive by nature, I would suggest the advisability of cultivating patience and tolerance. It won't do to go around all the time as if you were just getting ready to bite somebody. After a time the excitement wears off, and you begin to wonder what it was that so excited you when you were young and foolish. To those of you who are conservative by nature, I would suggest the desirability of remembering that there is much more to life than property and wealth. Many of the truly richest individuals have had neither. It is a function of the conservative to point out the practical difficulties of the progressive's idealistic plans. But the conservatives should remember that many of their theories about money, property, and wealth are at bottom unreal and will so be proved by history. Neither progressives nor conservatives have a monopoly on idealistic fantasy. I am assuming, of course, that the majority of the members of any youth movement will be progressives, but that a considerable portion of them will turn conservative as they lose their hair and expand their waistlines and their bank accounts. While it is the conservatives' function to be intensely practical, that ought not to be confused with simply being selfish; and while it seems to be the progressives' function to be idealistic, that idealism ought to be based on potential realities rather than on vague mystic emotion.

Those of you in whom I am most interested are those who, even though they are wealthy twenty years hence, will still have the same fiery interest and faith in the future of mankind that they have today. You are forming your ideals today; you will be putting them into active use twenty years hence.

HENRY A. WALLACE, *Secretary of Agriculture*  
*Educational Record*, vol. xv, No. 1

#### PARLIAMENTARY SCIENCE COMMITTEE

It may not be out of place here to mention a few of the aims and aspirations of this Parliamentary Science Committee. It is proposed to promote discussions in both Houses of Parliament on scientific matters in their application to economic policy and national well-being; to arrange periodical addresses by scientific authorities to the chief Parliamentary committees and groups; to consider Bills before Parliament which involve the application of scientific method; and to urge

the proper representation of science on public committees—departmental and otherwise. In the very forefront of the program will be the modernization of the system of financing scientific research, with the view of ensuring that State aid to science should either take the form of block grants or outright endowment. It is felt that the present system of fluctuating annual grants alternating between foresighted vision and nervous gusts of parsimony must be relegated to the limbo of oblivion if wise and prudent progress is to characterize national policy. Pressure will be exerted to secure that all scientific and technical departments in the public service, and all work involving scientific knowledge, must be under the direct control of persons of adequate scientific attainments, and that the highest appointments in the public service shall be open to scientific and technical men who possess the necessary administrative ability.

*Nature*, December 30, 1933

#### MEASUREMENT IN EDUCATIONAL EXPERIMENTATION<sup>1</sup>

... It is time now to listen again to the caveats of the more radical progressives against what they usually style "the existing tests."

I have quoted them as declaring that all the existing tests are "inadequate." If by that they mean, as I think they do, that no existing test or group of tests can measure the attainment of the more general, long-term goals of the educative process—such goals as the progressives suggest, without precise definition, when they use such words as "power" and "understandings" and "attitudes" and "appreciations"—then I agree absolutely, and I have yet to encounter the most rabid tester who does not also agree.

... It does not seem to me to follow that even mere information tests are of no value to progressives. It seems to me that admittedly factual tests can be of the greatest utility in the indirect measurement of the kinds of achievement to which the progressives aspire.

The minute we leave the exact sciences, physics and chemistry, we leave behind for the most part the possibility of direct testing and measurement. In geology and astronomy, in biology, and still more in psychology and sociology, our scientists can seldom measure directly the total phenomenon or result or development in which they are interested. Usually they must content themselves with measuring some aspect or incident or symptom, for which they have been able to devise a technique of measurement, and then draw inferences as to the meaning of their results with respect to the total process with which they are really concerned. In medicine, for example, what the physician really

<sup>1</sup> Presented at the third annual meeting of Institutional Members of the Educational Records Bureau, New York City, November 3, 1933.

wants to measure is the progress of a disease or a cure. He can almost never do that directly, any more than we can measure directly growth in power or improvement of social attitudes. But the physician does not therefore repudiate all measurement. On the contrary he assiduously and systematically measures everything he can measure. . . . In the field of education, where all the uncertainties of biology, psychology, and sociology are intermingled and concentrated, we can hardly complain if we must usually proceed by a similar indirection.

The application of all this to the use of information tests in progressive education will be obvious. Granted that as progressives we are not interested in information for its own sake, any more than the physician is interested in pulse or temperature as such, we may still be deeply and constantly interested in the results of factual tests for their indications of progress or lack of progress toward our own legitimate goals.

Choosing to be tedious rather than to risk vagueness, I propose to try to drive this point home—because it seems to me really important. It is the faith of progressives that if we faithfully employ in the teaching process and in curriculum building and in guidance the principles of interest and individualization we shall attain an effectiveness in learning that can not possibly be achieved when these principles are ignored, as they commonly are in much current schooling; that a student working in a particular field because of a genuine self-felt interest will master the material in that field with extraordinary thoroughness and precision and retain it with equally remarkable completeness and accuracy. True, we are not much interested in the mere volume of information thus acquired and held in memory. We are interested rather because we believe that facts and ideas mastered in this way penetrate to the active intellectual life, as compelled rote learning never does, reach the emotions, develop what we call understandings and attitudes and appreciations, and eventuate in conduct and code. But incidental to the total process is the peculiarly effective mastery of factual material in the student's chosen field. And there is the one point in the whole process where we can at present test and obtain comparable quantitative data. We can not do much perhaps in the measurement of interest at the beginning of the process, or anything at all as yet in the measurement of emotional reactions and understandings and appreciations at the end. But we do have in the standardized objective achievement test a sort of stethoscope which can be applied in the middle. And so it seems to me we ought to be eager and systematic in the use of that available instrument.

If in particular cases we find a fine mastery of materials in the students' chosen fields, we may be reasonably sure that we have been successful

in our use of the principles of interest and individualization and are making progress toward our higher goals. And if in other cases the achievement tests uncover ineffective learning even of facts—I do not mean in all the usual fields, but in the chosen fields—then it seems to me we may well question whether we have been successful in our attempted use of progressive principles and whether we are on our way to progressive goals or any goals at all. . . .

But we have still to examine the most serious objection which the radical progressives raise against the existing tests and—if I understand them correctly—against any conceivable tests; namely, that any testing program inevitably becomes itself the goal of instruction and hence dominates, standardizes, stifles, and devitalizes the whole of the teaching process subjected to it.

On this point we must, I think, admit that the objectors have history on their side. Such has certainly been the outcome of many notable testing programs in the past. . . .

But it may be worth while to inquire whether these unhappy results are inherent in the nature of tests and examinations themselves—whether they have not followed rather from the use we have hitherto made of tests and examinations.

Up to the immediate present we have been accustomed to use examinations exclusively on crucial occasions, to be followed by immediate and drastic results for the examinee, based upon one spasmodic deliverance on his part under conditions of special stress and strain. We have used them to determine whether a man shall receive the degree of doctor of philosophy or the license to practice medicine or law; whether a college student shall be graduated; whether a high school boy may be admitted to the college of his choice; and at all levels whether students shall be promoted or left behind and be awarded praise or blame.

So long as we use examinations and tests, of any type whatsoever, in that fashion, I agree with the radical progressives that the examination program will inevitably become the actual goal of instruction for students and teachers alike, and will tend to defeat all or most worthwhile educational purposes.

But there is another possible way of using examinations and tests, which has been tried in part in a very few schools for a very few years, and which seems to me to conserve and enhance their measurement values and to avoid their dangers. And this brings me to that attempt at a constructive proposal of which I warned you at the beginning: a possible synthesis; a method of procedure in testing in educational experimentation which may solve the apparent dilemma. This suggestion is offered, I trust, with due modesty, certainly with some trepidation. It is simply this:

That in the schools working under the current project of the Progressive Education Association and in other progressive experimentation we should abandon once for all what I will call the end-examination: the examination or test of any kind given at the end of the student's course, or at the end of the year or semester, or at other regular or stated intervals, to determine either in whole or in substantial degree graduation or failure to graduate, promotion or demotion, honors, prizes, demerits, exclusion, or the like.

But that we should by no means abandon examination and testing.

That we should rather multiply examinations and tests, of many kinds, using them frequently, but always informally, casually, and skeptically; record the results, of course; correlate and study these results; study particularly the pattern of results in each student's cumulative record, in conjunction with personal impressions, teachers' grades, or better teachers' estimates, and all available facts in regard to the student's background and achievement; and base the necessary administrative decisions with respect to graduation, promotion, classification, and guidance on the total picture of the student's abilities, aptitudes, character, and potentialities—to which total picture a considerable number of comparable test results would seem to me to contribute a vitally necessary part.

I have said that in my opinion this kind of examining and testing would escape the dangers which have historically accompanied examination procedures. The fact is that we humans, old and young, enjoy tests—provided we are not going to be hanged if we do badly. Please recall the vogue of the "Ask Me Another" books; the publishers found it worth while to issue three successive volumes. And every crossword puzzle is a test. So is every game of bridge or chess or billiards or tennis or golf—a competitive test of some kind of ability or achievement, and a test yielding comparable results. If all human games and sports partake of the nature of tests, why can not we make of our necessary academic testing another school sport? We can do this if we dis sever it from the extraneous and illogical rewards and punishments which we have hitherto attached to it. The trouble is we educators have professionalized this sport of being tested. What we need to do is to give it the amateur status and keep it strictly amateur. . . .

MAX MCCONN

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## REVIEWS

### EFFECTS OF THE ECONOMIC DEPRESSION ON EDUCATION IN OTHER COUNTRIES

*The Effects of the Economic Depression on Education in Other Countries*, by James F. Abel; Washington: U. S. Department of the Interior, Office of Education. Bulletin No. 14, 1933; 37 pp., \$0.05.

Supported by facts and figures, this survey presents a highly condensed outline of the educational trends throughout the world for the past four years. Valuable statistical tables showing decreasing expenditures for schools in various countries are provided, and a brief picture is sketched of the developments in each country. As a compact manual of reference this study is indispensable for the field covered.

### SUPPLY AND DEMAND OF COLLEGE TEACHERS

*Supply and Demand of College Teachers*, by James G. Umstattd; Minneapolis: The University of Minnesota Press, 1933; 41 pp., \$0.50.

"This study was recommended by The Teacher Placement Division of the American College Personnel Association . . . and received the approval and cooperation of the Association of American Colleges and the American Association of Teachers Colleges. . . . The data were supplied by workers in one hundred and eighty-four institutions of higher education. . . .

"Where should the stress be placed in the graduate school program and where may retrenchments be made with safety? Into which field should the outstanding student equally interested in several branches be directed for his graduate study? What chance have those who hold graduate degrees in a particular field to secure a teaching position? The aim of the present study is to help to answer some of these questions."

Under the two main divisions of "Supply" and "Demand" this investigation tabulates, for the first, advanced degrees granted in recent years, staff reductions, reasons for reductions, salaries, registrants for college teaching positions, and the numbers and status of unplaced doctors of philosophy; and for the second division, appointments, college calls, nature of appointments, methods of contact, recent regulations pertaining to vacancies, changes in student-staff member ratios, and comparisons of supply and demand in various fields.

Although the author does not claim a completely representative pic-

ture of national conditions, this is the most completely documented study of a vital subject up to the present time, and forms a basis for guidance in the problem. One of the most significant conclusions is thus stated: "Although most methods used to aid doctors of philosophy without positions are bringing returns in the form of researches, teaching, and other services to the institutions, they are largely make-shifts to meet the emergency and rarely a part of the planned program. Consequently they constitute an unexpected drain upon the resources of the institutions, a drain that can not be maintained indefinitely or increased to care for later graduates unless the budgets for the institutions can be increased from outside sources. . . . The problem will become more acute as the surplus of unemployed college teachers increases, and should receive immediate, nation-wide consideration."

#### CHARTERS AND BASIC LAWS

*Charters and Basic Laws of Selected American Universities and Colleges*, compiled and edited by E. C. Elliott, Purdue University, and M. M. Chambers, Ohio State University, published by the Carnegie Foundation for the Advancement of Teaching.

The present volume is the initial outcome of a project outlined several years ago for the purpose of making readily available certain material essential to those concerned with the organization and government of higher education. Herein have been brought together the charters and basic laws of selected American universities, colleges, and technical schools. These charters and basic laws may be said to be representative patterns of the external government of our higher educational institutions.

It is intended in another forthcoming publication to assemble and to analyze the rules and regulations established by the governing authorities of typical institutions; thus revealing the internal mechanisms and procedures for institutional operation. Finally, there has been selected from the recently expanded modern literature dealing with the experience and problems of higher education material relevant to the effective performance of the duties belonging to the lay members of institutional governing boards. It is proposed to issue this material, in properly classified form, as a handbook for the information and guidance of those upon whom the welfare and progress of American higher education so largely rests. Such a handbook would be a response to the growing conviction that the twenty thousand lay members of the governing boards of American institutions of higher education must be included within the field of constructive professional education.

The institutions included in the study include thirty-two private and

nineteen public institutions. The former are classified according to the source of the charter. The latter include one municipal and eighteen state institutions.

#### MEASUREMENT OF ENGINEERING STUDENTS

*Measurement of Engineering Students*, by Clair V. Mann; Rolla, Missouri: School of Mines and Metallurgy, University of Missouri; Vol. I, No. 1, Journal of Engineering Educational Research, December, 1933; 30 pp., \$0.50.

"The paper describes engineering educational research and experimentation conducted by the writer since 1924. Each year the classes have contained 150 to 200 engineering students. Sectioning on the basis of ability has been done using Iowa and Mann placement examinations, and Mann tests of visualization, and objective classroom tests and grading systems. Results are superior achievement of gifted student sections, high reliability of course grades and of tests used, high correlations between sectioning scores and grades, and effective prediction of graduation in four years. . . .

"The writer has devised techniques which utilize Vigintile Scores (twentieths of a class or group); Intrestographs—cards that show graphically for the individual students their interest pattern in terms of seventeen typical professions; and Personographs, or Personnelographs, that show for individual students their different degree of mentality, ability, interests, personality, and scholarship."

Seventeen charts of novel type illustrate these techniques, which are briefly explained as methods for discovering the promising engineer. The author observes that "it is hoped eventually that this Journal may issue at regular intervals, monthly or quarterly."

#### COLLEGE ENTRANCE EXAMINATION BOARD, ANNUAL REPORT OF THE SECRETARY

This thirty-third annual report opens with a discussion, "Is the Board's Influence Harmful to the Secondary Schools?" the answer being naturally in the negative. Discussing the purpose of such examinations, a paragraph reads: "In the opinion of many teachers it is fairly easy to find out how much a candidate has learned, somewhat difficult to find out how much more he can learn, and almost impossible to prophesy how much more he will learn."

The statistics for 1933 show a further decline from the maximum reached in 1930 to a total of 17,695. While most of the candidates live in New England or the Middle Atlantic States and seek admission to

institutions in that territory, 1118 come from the Southern division, 1847 from the North Central, 583 from the Western. A significant resolution of the Board reads:

*"Resolved:* That for the present, when in any subject the ratings given by the Readers fall markedly below the normal standard for that subject, the marks shall be adjusted to conform to the normal rating in that subject.

"This plan avoids to a great extent inaccuracy in the final results due to standards which must be set the first day and which must be maintained throughout the whole process of reading, whether they prove satisfactory or not."

Of the 517 readers, 184 are drawn from universities and colleges, 82 from public and 251 from private schools, the total including 59 from the South and West. The maximum cost of examination reading was \$2.68 for Italian, \$2.31 for comprehensive English. The average expense of the Board per candidate amounted to \$11.13.

A section of particular interest is devoted to a report presented to the Executive Committee of the Board by Professor Carl Brigham, as Associate Secretary, from which the following extracts may indicate the general trend.

"At the outset every one must realize that the College Entrance Examination Board has two purposes, at least partially incompatible with each other. . . .

"The conflicting motives would be most easily brought to light by asking the Board to decide whether its examinations should measure institutions or individuals. The Board's present high position in the educational world is the direct result of its efficacy as a form of institutional control. Its chief weakness lies in its somewhat inadequate descriptions of individuals seeking admission to college. . . .

"Many workers in the field of mental measurement have long been keenly and painfully conscious of the unreliability of their measuring devices. Individuals, with this background of experience, tend to appraise Board examinations from a novel point of view. They think of errors introduced by the candidate, by the examination, and by the readers. They think of the candidate's grade, not as an exact point, but as one particular grade drawn by chance from a hat which contains all of that candidate's grades obtained from an infinite series of examinations set and read to measure exactly the same trait. They think of a plus or minus value which would include about two-thirds of the grades above and below the average of such an infinite series of measurements—the standard error of estimate of a candidate's grade. . . .

"In sharp contrast with this viewpoint is the rather prevalent feeling

on the part of the Board's Examiners that their duty is to exercise a beneficent control over the curriculum. In its most extreme form this attitude is expressed in the dictum that questions of such and such a type must be asked because the schools must train students in such a way as to answer them. It is readily seen that examinations written so as to ask a candidate to repeat what he has been taught in the form in which it was taught might quickly lead to a stereotyped training as undesirable in itself as the results of examinations conceived without reference to the subject matter. This spirit of institutional control seems to be so deeply ingrained in the Board's Examiners that it is absolutely impossible to write examinations which will describe an individual with a respectable minimum of variation in rating. On the other hand, one can not now ignore the important relationships between examinations and the content of a course of study as the objective test movement has done. . . .

"It is quite possible that some of the virtues attributed to objectivity may be due to other factors. The writer will suggest two at this point:

"(1) *Scaling*. Objective tests are usually more difficult than Board examinations, and allow able people more room at the top. Furthermore these tests may be scaled in difficulty in such a way that everyone can find his own level in a given amount of time. The Board Examiners, on the other hand, struggle with the impossible task of writing a paper such that approximately two-thirds of the candidates will receive grades of 60 or higher. This vague grappling for an imaginary point leads to surprising eccentricities of grading and an unwarranted faith in the stability of the difference between 55 and 65.

"(2) *Heterogeneity*. The use of larger numbers of questions makes it possible to sample the subject matter more widely and to bring broader areas of information and reasoning into play. The newer examinations are conceived on the principle of a repeating shotgun and not on ten deliberate rifle shots. The rifle is a more effective weapon than the shotgun if one is sure of the position of the target, but the shotgun is better if the general direction of the target is known but not its exact position.

"It is almost certain that the adoption of these two principles would improve the validity and reliability of the Board examinations. It would, however, involve (1) abandonment by the Readers of the idea of a fixed passing mark; (2) adjusting grades before they are reported to the college; and (3) dropping the long, involved questions in favor of numerous shots at the subject matter. . . .

"The Board as a responsible examining body should take steps looking toward the improvement of its measuring devices. An initial step would be the vigorous discussion of the many issues by representative com-



missions. The Board should try to precipitate open and full discussion to direct public opinion to its problems.

"The Board might first consider the following questions:

"(1) The advisability of appointing new commissions, where necessary, to attempt to resolve if possible the conflict between the definitions of the requirements and the nature of the examinations.

"(2) The advisability of analyzing, subject by subject, its own examinations in order to discover methods of increasing their validity and reliability.

"The Board would take a big step forward if it assumed a research function and deliberately attacked its problems experimentally. It now has the support of its member colleges and should be able to obtain full cooperation in a plan to study each series of examinations with reference to grades in courses taken in college.

"The Commission on Scholastic Aptitude Tests has made progress in the art of examining by attacking every phase of its problems experimentally. The Board might extend all of these procedures into the investigation of its written examinations. If the Board sets up such an experimental machine, it would be the first of its type and any results demonstrably significant should tend to advance the Board's general reputation.

"Attention has been drawn to the new issues presented to the Board by the growing insistence that its examinations become usable instruments for placement. An organization set up for the sole purpose of collecting tickets at the gate is now asked to show people to their seats. The notion of a general admission ticket is yielding to the notion of a more exact description of the individual which will make possible his proper placement in definable universes of knowledge."

#### PUBLICATIONS RECEIVED

*Report of the Commission on the Coordination of Efforts for Peace*, edited by E. H. Wilkins; published by the Commission at Oberlin, Ohio, 1933; 99 pp., \$0.25. The report contains in Part I a classified list of American peace organizations and certain related organizations numbering 310 and including both state and local societies. Part II is general description of the objectives, motives, attitudes, and activities of American peace organizations occupying 49 pages and followed by a directory index.

*The Year Book of Education, 1934*, by Lord Eustace Percy, Editor-in-Chief; London: Evans Brothers, Limited; 935 pp.; 35/-net.

*Academic Illusions*, by Martin Schutze; Chicago: University of Chicago Press, 1933; 320 pp.; \$3.00.

*The Illiteracy of the Literate*, by H. R. Huse; New York: D. Appleton-Century Company, Inc., 1933; 254 pp.; \$2.00.

*University Teaching by Mail*, by W. S. Bittner and H. F. Mallory; New York: The Macmillan Company, 1933; 349 pp.; \$2.50.

*Studies to Determine the Relative Achievement of Students at Different Potentiality Levels*, by R. W. Leighton, July, 1933; *Studies of Student Mortality at the University of Oregon*, by Earl M. Pallett, October, 1933; *The Effects of Eye-Dominance on "Range of Attention" Scores*, by Irving Anderson and H. R. Crosland, December, 1933; *The Effects of Handedness on "Range of Attention" Scores*, by Irving Anderson and H. R. Crosland, January, 1934: University of Oregon Publications.

*Interpreting the Secondary School to the Public*, by Belmont Farley; Washington: Office of Education, U. S. Department of the Interior, 1933; 113 pp.; \$0.10.

*A Background Study of Negro College Students*, by Ambrose Caliver; Washington: Office of Education, U. S. Department of the Interior, 1933; 132 pp.; \$0.10.

#### NOTES FROM PERIODICALS

##### *Educational Record*

The *Educational Record* for January, 1934, contains articles of notable interest by Secretary H. A. Wallace on "Potentialities of the Youth Movement in America" (see page 177), Commissioner Zook on "Accrediting Schools and Colleges," President Chase, of New York University, on "The Administrator and the Testing Program," President Ruthven, of the University of Michigan, on "Religious Instruction at the University of Michigan," Dr. B. D. Wood, of Columbia University, on "Coordinating, Examining, and Testing Programs," Professor C. C. Brigham, Princeton University and of the College Entrance Examination Board, on "Admission Units and Freshman Placement," and Dean Max McConn on "Measurement in Educational Experimentation" (see page 181).

##### *Journal of Higher Education*

The January issue is of special interest on account of the timeliness and quality of many of the articles.

President L. D. Coffman, of the University of Minnesota, in an article on "Administration of Research during the Depression" writes:

"... So one might continue through a long list of researches which grow out of the depression. The one point that needs to be kept clearly in mind, in my opinion, in the study of all these economic matters, is that

the university is essentially a fact-finding institution. It should avoid administrative responsibilities and regulatory functions with all the power that it possesses. It is the business of the university to find out what the facts are, to hold theories up to close scrutiny, to test and examine every conclusion, to weigh evidence, and to state the truth. As long as universities hold steadfastly to these purposes they will be discharging their responsibility and fulfilling their function in the social economy of the times.

"It is my opinion that the universities of America never had such a unique opportunity as they now possess to serve the society of which they are a part and upon which they must rely for support. . . ."

President R. G. Sproul, of the University of California, in "The Opportunity Presented by Budgetary Limits" concludes:

". . . A university is not the sort of business whose operations can be adjusted from month to month. The administration, with an eye to the future, must avoid the superficial and make opportunity out of necessity. Under this compulsion, and, it is earnestly to be hoped, with the friendly understanding of the faculty and the recognition of an ultimate common purpose, the administration must contest the claims of vested departmental rights, the theory that departmental budgets were established in the past on a scientific basis which can be altered only on a uniform scale applied to all other departments and interests; that all courses, methods, and experiments once introduced can not be changed or even abolished; that academic freedom means the right not only to express opinions freely on subjects of a teacher's expertness, but the right to teach only and all the details of any subject he chooses, when and how he chooses irrespective of their duplication or availability elsewhere, of the greater competence of others to teach them, of the existing equipment and resources of the university, and the particular needs of the student body.

". . . The budget must be administered neither arbitrarily nor uniformly, but on the basis of dispassionate study to realize the greatest good in order that America's universities and colleges may prove their fitness to lead in the education and scholarship of a new era. It is useless to anticipate a speedy return, as far as state universities are concerned, to the budgetary level reached two years ago, much less any immediate return to an adequate continuing increase proportionate to growing needs. A definite readjustment providing for the next few years is imperative; and the task of administrators, unless the whole of the personnel of a university cooperates in this study and in giving unselfish advice, will become unbearable. . . ."

From "The Preparation of the Budget" by President A. G. Ruthven, University of Michigan, is quoted the following:

"... Is it believed that a university can, like a business, be run by a group of executives carefully graded, appointed by trustees, and with the members of the faculty classed as workmen in the shop? While seldom stated as baldly as this there are persons who subscribe to this view. Where a plan of organization based upon this idea is in operation, budget-making is a task for trustees and president which has been competently, if narrowly, outlined for them by business.

"Should the organization be completely democratic, with each faculty member a fraction of a dean and all of them together responsible to no one? In theory, at least, this plan has been advocated, chiefly by faculty members. Regardless of its feasibility, it is obvious that under such a democratic scheme the preparation of the budget should, to be consistent, become a sort of town-meeting affair.

"Is the university to be thought of as essentially a group of educational experts, qualified to judge the needs of their own units in terms of the finished product? Is it admitted, at the same time, that faculty initiative should be preserved and that professors are in better position than anyone else to evaluate their activities, and should thus be given as much executive authority as can properly be assigned to them by a board of trustees charged with the duty of maintaining the ideals of the founders and patrons? Finally, is the president correctly considered to be responsible for proper coordination of the activities of his institution? If this view of the nature of universities is held, then the preparation of the budget necessarily becomes complicated and appropriately distinctive for different schools.

"At the University of Michigan, faculty participation in administration is being developed. The theory is held that the board of regents has definite responsibilities which it can not neglect, and that the chief functions of the president should be to coordinate the work of the several divisions, to cooperate with the faculties in developing general educational policies, and to serve as chief personnel officer for the institution. This concept of organization is reflected in the preparation of the budget. . . ."

Professor J. C. Christensen in discussing the place of the Business Department in University administration writes:

"... Other articles in this series will discuss various subheads under the general theme of administering our colleges and universities during the depression. The rearrangement and curtailment of curriculum offerings, the consolidation of departments, economies in physical-plant operation, and readjustment of personnel may receive consideration. In the solution of these problems an efficient business administration is not only desirable but necessary. This administration will first set its own house in order and thus set an example for the educational

and research departments of the institution. By effective handling of business matters and systematic accounting procedure the business department should be able to assist other divisions in reducing expenses."

The following excerpts are taken from "Practical Methods for Reducing the Cost of Instruction," by Professor J. D. Russell:

"... Slashes in library book budgets tend in the long run to be reflected in the incomes of college and university faculty members over the country. A restriction on the purchases of such books not only means a reduction in the royalty income of the ablest and most productive scholars, but greatly increases the difficulty of obtaining publication for scholarly materials of intrinsic worth. Any long continued policy of restricting the purchases of books for college and university libraries will probably be disastrous for that type of scholarship which depends on publication for its financing.

"... It is manifestly uneconomical to have faculty members doing the tasks that could be done just as well, or even better, by relatively low-priced clerical workers. On the other hand, it will probably be easier in the future to renew the budget appropriations for supplies, equipment, and clerical service than it will be to increase faculty salaries. The savings at this point, however, can not be large, for in the average institution the departmental supplies and clerical services require only a small percentage of the total budget.

"The plan that has probably been used most frequently to reduce instructional expenditures during this period of depression is an outright decrease in the salaries of faculty members. Some college authorities have believed that, so long as the decrease in faculty salaries is not greater than the reduction in the cost of living, this is a desirable method of reducing the cost of instruction. These persons overlook an important difference in the characteristics of the trends in these two economic factors. A reduction in faculty salaries may follow rather swiftly upon a reduction in the cost of living, but increases in salaries tend to lag considerably behind the increases in the cost of living. Thus it will probably be difficult for colleges that have recently reduced salaries to bring them back to their former purchasing power even after so slight a recovery in the price level as has been witnessed during the spring and summer of 1933. In the future competition for faculty members of the highest attainments, colleges that have followed the plan of reducing faculty salaries will probably find themselves at a distinct disadvantage compared with those that have not decreased salaries.

"Another plan that may be used for reducing the cost of instruction involves a reduction in the number of faculty members. Most colleges have been considerably overstaffed in recent years, and a reduction in the personnel would have been desirable for reasons of efficiency even



though there had been no depression. By eliminating the least capable members of the faculty the average quality of the instructional group can be materially improved.

"Unfortunately, the movement to organize on a more efficient basis comes at a time when the persons who are dropped from the faculty find it extremely difficult to obtain other positions. For humanitarian reasons it would seem desirable to provide some method of caring for teachers who are to be dismissed and who can not find other employment. . . ."

The editor discusses organizing the non-academic personnel for economy, a tentative report of a study aimed at reducing administrative costs. Factors to be taken into consideration include: employee selection, job analysis, job specifications, job classifications, comparative cost studies, centralized responsibility.

A series of definitions and criteria for accrediting colleges is included in the Report of the Committee on Classification of the Association of American Universities.

### *The American Scholar*

The winter issue, Vol. III, No. 1, contains an interesting historical article on "Oliver Wendell Holmes, Physician," a discussion of "The Freedom of the Press," by Oswald Garrison Villard, and of "The Changing Meaning of Scholarship," by President Henry T. Moore, of Skidmore College. Professor M. H. Ingraham, of the University of Wisconsin, reviews the procedure of a faculty committee to study the activities of the College of Liberal Arts in respect to relative essentiality and accompanying costs. The committee at its thirty-third meeting adopted the following statement:

"A great university is one where the youth of the State are taught by able teachers who, while being eminent in scholarship and research, realize the larger significance of the college to the State. The College, while training each student to be proficient in some field of work, must make him aware of the cultural heritage of the past, the nature of scientific method, and the economic problems that now confront us. It should also train him to be self-supporting. Broad training in science and in the appreciation of art and literature may often be preferred to too much work of a purely practical nature. Those of superior intellect should not suffer because of the necessity of being trained in the same classes with less gifted students. The College should, whenever possible, continue to spread its influence to the borders of the State through the extension activities of its faculty. We emphatically believe that the research, instructional, and extension work of the College will suffer if

the teaching load is increased. The administration should consider the possibility of cutting costs of business items."

*Educational Law and Administration*

The January issue deals at length with the incidence of inheritance taxes upon colleges and universities. There is also a tabulation of the current status of general sales taxes in twenty-two states. The former is based on a grant from the Carnegie Corporation. Under judicial decisions is one of the Supreme Court of South Dakota denying a petition for a writ to restrain the Board of Regents of Education (which governs all state institutions of higher education) from discontinuing professional courses in engineering and home economics at the University of South Dakota at Vermillion. The same petition also sought to restrain the continuance of engineering and other courses at the College of Agriculture and Mechanic Arts at Brookings, and at the School of Mines at Rapid City. The court, in denying the petition, pointed out that so long as the Board of Regents of Education does not violate the statutes establishing the purpose of the several institutions, its discretion is "vast and subject to little, if any, control." The acts of the board complained of were not in violation of the "purpose" statutes, and hence were within the board's lawful discretion.

The February issue contains an article on the "Exercise of Eminent Domain by Universities and Colleges," by the editor, M. M. Chambers, Ohio State University.

The summary reads:

"A statutory delegation of the power of eminent domain to a private non-profit educational institution has been declared unconstitutional. However, there is but one decision of a court of last resort to this effect, and it was reached twenty years ago by a divided court, and accompanied by an able dissenting opinion. Nevertheless, it seems to be generally accepted that private educational institutions may not exercise the right of eminent domain.

"State educational institutions are generally permitted to condemn property necessary for their uses by virtue of constitutional or statutory delegation of this power to them. Thus state universities have condemned private property for (1) extensions of the campus, (2) right of way for an electric railroad connecting the two parts of a divided campus, (3) sites for dormitories and clubs of students and faculty members, and (4) a golf course for the use of the physical education department. . . .

"The decisions on the subject indicate that the courts recognize the state function of education as being broad enough to include the housing and feeding of students in public educational institutions, and

the provision of suitable facilities for physical education and recreation. It is not clear why the privilege of exercising eminent domain may not be lawfully extended to private non-profit educational corporations in aid of the same educational functions, in view of the fact that it is habitually extended to private profit-making corporations engaged in the operation of various public utilities of a commercial nature."

Brief mention is made of the fact that eight states have regular sessions of their legislatures now in session, and that at least eight others have had or will have special sessions during the current year. The total of extraordinary legislative sessions during the past twelve months is unprecedented, and it is probable that 1934 will be a great legislative year.

### *Civil Engineering*

The issue of January 19, 1934, contains an article by D. L. Fiske, "Are the Professions Crowded?" Among his conclusions it is stated that without regard to the employment influences of the current depression statistics from 1890 to 1930 reveal signs of future over-crowding, and that the younger groups of graduates tend to enter the profession under conditions less favorable than those which their predecessors enjoyed.

Though the colleges gave degrees in the past to only two of every five men entered, the rate of graduation as in 1930 was such as to assure a supply of new men ample to supplant the needs arising from death and retirement of a profession at least one-half again as large as it actually was at that date.

Future opportunities for non-college men appear to be limited. Substantially "closed" conditions prevail in the profession. Eliminations have not been effective in restricting numbers nor are they at all likely to effect any stabilization in the next one or two decades.

### *Industrial and Engineering Chemistry*

From the editorial the following is quoted:

*"Throwing the Anchors Away.* When we were in college, we used to take our textbooks fairly seriously, and in those subjects in which we were really interested they were filled with notes, not only on the fly-leaves, but on the margins as well. Such books became valuable for reference and their use easier as time went on. Dependence was placed upon them as anchors in particular subjects. When the time came to leave the university and undertake to earn a living by the application of some of the things we had been taught, these same textbooks, and the notebooks of the courses in which they were used, formed the beginning of a technical library without which we should have felt even more

lost than we were in the presence of stern practicalities. Because of their associations many men of our school age still preserve these old textbooks.

"We are told that in these days the tendency is to sell the textbook just as soon as the student has passed the course in which it has been used. Once the desired credit has been achieved, it has become the fad to cast behind all reminders of the painful process, and when the course is finished the student finds it necessary either to acquire a new lot of books without those valuable notes, or select for himself a list with none of which he can have that familiarity which can come only from the day-by-day use under the skillful guidance of the competent and sympathetic instructor.

"We urge students to retain those books which will be valuable to them in their future experiences. Do not misunderstand us, for we would not have the student rely so much upon the text that he becomes lost when confronted by a problem not outlined therein. However, to have it at hand in the nucleus of the collection of books which every professional man should know and constantly use is something of an anchor that will often steady him, is certain to guide him, and will grow in value as his skill increases."

#### *Philosophy of Science*

The first issue of this new journal, published by Williams & Wilkins, is edited by W. M. Malisoff, of Philadelphia, with twelve associates on the Editorial Board and a considerably larger advisory group. The initial editorial discusses the question: "What Is Philosophy of Science?" and is followed by 100 pages of special articles, correspondence, reviews, and notes.

#### *School Life*

*School Life* for January is devoted mainly to presenting concise information in regard to federal agencies in the recovery program, with thumbnail sketches of the various alphabetical organizations and a chronological review of their development. This seems to give an exceptionally good picture of the general program, particularly as it affects the schools with however appropriate information in regard to the colleges.

#### *Journal of Patent Office Society*

The *Journal of the Patent Office Society* for February, 1934, includes an interesting article on "University Patent Policies," by A. M. Palmer, Associate Secretary of the Association of American Colleges, in which he outlines the policy of the following institutions: Columbia Uni-

versity, University of Toronto, St. Louis University, University of Illinois, Lehigh University, Harvard University, Johns Hopkins University, University of Michigan, Massachusetts Institute of Technology, Pennsylvania State College, Iowa State College, University of Minnesota, Purdue University, California Institute of Technology, University of Cincinnati, University of Wisconsin, Cornell University, University of Utah, University of California, Colorado School of Mines, Carnegie Institute of Technology, Ohio State University, University of Pennsylvania, Stanford University. This is followed by statements in regard to certain independent research agencies, including the Bartol Foundation, the Carnegie Institution, the National Research Council, the Rockefeller Institute of Medical Research, the Mellon Institute of Industrial Research, the Research Corporation, and the Chemical Foundation.



## LOCAL AND CHAPTER NOTES

### COLUMBIA UNIVERSITY, REPORT OF PRESIDENT

... Perhaps the first person of outstanding importance to observe the approaching problem of unemployment presented by the steady outpouring of students from the universities was Bismarck. That farsighted man, who might have taken rank as a philosopher had he not preferred to occupy the whole stage of statesmanship, long ago described the danger which would confront the German people when they should have on their hands what he called an educated proletariat. This was a catching phrase. It meant, of course, that the German universities had been making and were then making strong appeal to the youth of all classes and groups of the population, and that for these youth, when they had taken their degrees in law, in medicine, in theology, or in philosophy, some occupation must be found. Since Bismarck's time the forces which he observed at work to multiply the university attendance have increased in influence and the question to which he directed attention a half century ago is far more pressing now than it was then. It is doubtless the case that if it were possible to distribute geographically over a country the annual university production in law, in medicine, in engineering, in teaching, in architecture, in business, in journalism, that product might still be pretty well absorbed; but such widespread geographic distribution is exceedingly difficult, perhaps impossible. There is every tendency on the part of these university-trained men and women to move into the larger centers of population, where the professions which they are about to join are often already greatly overcrowded. What this country needs is not by any means fewer educated men and women to serve it through the learned professions and otherwise, but the distribution of the available supply of these educated men and women where there is greatest public need for their service. It is particularly true that in the field of medicine there are large areas which are quite insufficiently supplied with well-trained physicians and surgeons to care for the ordinary ailments of the population. It is partly because of the overcrowding of this class of persons in the cities and larger towns of the United States that many of them have suffered so severely during the depression through which we have been passing for some four years past. There is probably no quick and certain answer to the question as to how the need for a wider and better distribution of the annual university production can be brought about, but that the question should be carefully studied, primarily from the standpoint of the general public interest, is quite certain. . . .

The art of teaching, which depends for its success upon quick and understanding communication between mind and mind, has deplorably

suffered, not gained, by the phenomenal amount of detailed analysis to which it has been subjected during the past forty years. If Herbart could have foreseen what use would be made in the United States of the *fünf formalen Stufen*, he would have regretted advancing the doctrines upon which they came to be based. The super-analysis and hyper-dissection of the teaching process have pretty well destroyed much of its power and are responsible in no small degree for the decline of true education during the past generation. The lecture system as a means of communicating facts should have been dispensed with when the art of printing was invented. The true purpose of the lecture is interpretation, and the facts to be interpreted are supposed to be in possession of the lecturer's hearers. The provision through textbook or printed syllabus of an easy means by which the student may come into possession of the facts with which a lecture or a classroom exercise is to deal is essential. Given this, the student may be required to get the facts for himself, and then, and then only, will he be able either to participate understandingly and helpfully in a discussion of these facts or to hear with profit an interpretative lecture concerning them. . . .

A real limitation upon the success of much college teaching of the present day is that a term is often half over before the student really knows what it is that he is studying. Every new subject, particularly such a one as law, or physics, or chemistry, or zoology, or economics, or social science, should be introduced by a short series of interpretative lectures and discussions that will make plain to the student what the subject is about, how it is related to other subjects of human knowledge and interest, and how it came to its present position of importance and influence in the intellectual life of man. . . .

Given such an introductory and interpretative series of expositions, which in most cases may be reasonably brief, the student may then be plunged into the details of particular items or aspects of knowledge with a real understanding of what he is doing. Otherwise, he can only flounder amidst an embarrassing mass of detail with no general view whatever of the field in which he is at work, of its boundaries and limitations, or of its relations to other like fields of human interest and activity. There is a wide difference between the logical and the psychological method of approach to a new subject. In teaching it is the psychological method which should prevail. . . .

#### IOWA STATE CONFERENCE, MEASURES OF RETRENCHMENT IN UNIVERSITIES AND COLLEGES

The chapters of the American Association of University Professors in Iowa have cooperated in assembling some information on the ways in

which their institutions have reacted to decrease in income. Those chapters represent Cornell College, Drake University, Grinnell College, Iowa State College, Iowa State Teachers College, Morningside College, Simpson College, and the State University of Iowa. The facts obtained are quite significant. It must, however, be borne in mind that a number of colleges where the Association is not represented have fared distinctly worse than those contributing to this report.

Questioned as to whether salary reductions were permanent, all private institutions expressed the intention, at least, of returning to the former level. The state institutions, dependent on the legislature's biennial appropriations, were unable to give similar assurance—although a return to the earlier salaries is hoped for by the members of the Board of Education.

Reductions in salaries were never based on the needs of the individual, save as the previous level indicated those needs. The state schools graduated the reductions to some extent—rather more than did the private schools. An exception to this statement is Cornell College, where there is a sliding scale of reductions. That is the institution with the smallest cut—in no case over 10 per cent. The other private institutions had a flat percentage rate, except where a fixed minimum affecting but a few persons was established.

Administrators and teachers have almost always been treated on the same basis. The legislature, to be sure, expressly stipulated the new salaries of presidents of state schools, so that their proportionate loss is greater than that of teachers.

In general, salaries have absorbed their proportionate share of the general budget reductions.

Very few persons have been dropped from faculties for the sake of economy. Drake University and Simpson have lost members for this reason; in Iowa State Teachers College the reason given for their being released is, rather, that decreased enrolment makes some teachers superfluous. In general, however, our institutions have succeeded in keeping their staffs intact. Less than half of the vacancies occurring through voluntary withdrawal are filled.

In the state institutions, the loss of income has very often exceeded the loss of monthly salary, because of the decrease in the number of months of employment.

So far as has been ascertained, the reduction in term of service has not brought with it any special consideration as to monthly rate of pay.

In Simpson College the faculty elected a committee of five to consult with the Trustees. At Grinnell the plan finally adopted was that recommended by the faculty. For the purpose of considering means of economizing, they had two professors sitting with the Board of

Trustees; and, as an outgrowth of this cooperation, the Trustees have now admitted a faculty representative as a regular member.

In Iowa State College the President consulted deans and heads of departments throughout the discussion of the budget—this was the case in most institutions. He urged the whole faculty to present their ideas, took counsel with his Faculty Advisory Committee—and a part of that committee met with the chapter of the American Association of University Professors for a thorough discussion of the situation.

From this period of relative poverty education must suffer. At the same time, there have been gains wherever the members of a school have worked together in meeting their difficulties, wherever the good of the whole community has been more strongly emphasized in the distribution of what income remained, wherever the crisis has brought about greater democracy in the management of the schools.

EDWARD S. ALLEN, *Secretary*

#### UNITED STATES NAVAL ACADEMY

In accordance with a vote of the Council a circular letter in regard to the U. S. Naval Academy vote was sent to 90 chapters, inviting their cooperation with members of Congress from their districts.

Several of our chapters, notably Northwestern and Swarthmore, have sent in reports of appropriate response to this invitation.

To bring the situation up to date it may now be added that the Senate has made the necessary appropriation for the reinstatement of the civilian instructors, and that at the date of writing this awaits action by the House. A new superintendent has in the meantime been appointed.

The Board of Visitors for 1934 includes the following civilian members: President Nevils, of Georgetown, President von KleinSmid, of the University of Southern California, President Sills, of Bowdoin, President Brittain, Georgia School of Technology, President Richards, of Lehigh, Dean Clifford, of Harvard, and President Earle, of Worcester Polytechnic, a retired admiral.

#### WASHINGTON UNIVERSITY, SUPPORT OF ASSOCIATION'S APPOINTMENT SERVICE

At a recent meeting of the Chapter it was voted that the most immediately practicable step to stimulate good teaching would be the strengthening of the Association's Appointment Service by the addition of a permanent secretary whose function it would be to become acquainted, so far as possible, with the qualifications, including the teaching qualifications, of the university personnel through the country.

The Chapter desires to be recorded as favoring an increase in the annual dues of \$1.00 for the purpose of providing the needed additional revenue.

YALE UNIVERSITY, REPORT OF DEAN OF GRADUATE SCHOOL

The following excerpts are taken from the Report:

At present the combined enrolment of the graduate schools of the country is certainly in excess of social needs; and the numbers of students qualifying each year for advanced degrees after prolonged periods of training are not adjusted to current demands for their services.

It seems fairly certain that the period of rapid expansion of institutions of higher education and of research enterprises, both industrial and academic, which in times past provided an ever-increasing demand for the product of the graduate school has come definitely to an end.

The functions of a graduate school are two-fold. It is not solely, or even principally, an educational institution; it is as well a community of scholars, composed of members of the faculty and younger research workers, engaged continuously in an endeavor to increase and improve human understanding through their efforts to extend the frontiers of knowledge into the unknown, and to correlate, interpret, and make significant knowledge already attained. These activities have no concern with degrees or diplomas or the routine of an educational process, but only with the spirit of inquiry and the search for truth; and as such they represent the highest service a graduate school can render to its university and to the world at large. If reform is demanded by the altered conditions of our age, it is unbelievable that these functions of research and interpretation will be condemned as obsolete; though they may well be improved in response to the demand that scholarly investigation be more concerned with matters of human significance and less with mere pedantry and the sterile manipulation of research techniques. On the whole it is the program of graduate education which is open to challenge demanding continuous effort at improvement. Fortunately, as I believe, the way of improvement is plain. Clear perception of the fact that graduate education is subordinate and contributory to the investigatory functions of the university will set the standards to be adopted and the procedures to be followed. It is to perpetuate these investigatory functions at their highest and best, both within the specific university and in other institutions to which our students may go, that the graduate school assumes the tasks of an educational enterprise. The student should be viewed as an aspirant for admission to a select fellowship of scholars from the moment he applies for entrance until he has completed his course of training. His fitness for enrolment in the school, his performance by the way, his qualification to receive the hall mark of ap-



proval represented by the highest degree in the power of the university to bestow should be subjected to the same measures of appraisal which one would bring to bear upon the selection of society's permanent staff of scientists and scholars. We need have no fear that our social environment will change so profoundly as to remove the need for individuals with the attitude and capabilities of the true scholar. On the contrary, current trends of development in the world about us are of a nature to enhance the social importance of people so endowed, and to enlarge their range of usefulness.

I believe it to be of utmost importance that the Graduate School set as its objective for total student enrolment about half the present number of students, allowing for differences appropriate to the circumstances of the several departments; and accept and enforce the consequent elevation of its requirements for admission. Furthermore, as the beginning of a more searching method of selection it should be the rule that no financial assistance in the form either of scholarship aid or of employment opportunity be extended to any student who has not been interviewed by a competent representative of the School and the department concerned. In all possible cases, the promising applicant for such distinction should be required to come here, if necessary at the expense of the School, to submit himself to a personal appraisal by members of the faculty; in other cases a representative of the School should be sent on tour for this purpose; where neither of these procedures is practicable some trustworthy individual nearer at hand should be used as judge of the applicant's fitness. The cost of this method of selecting our more distinguished students would be an appropriate charge upon our fellowship fund, since the expenditure of money in this way would so increase our assurance that the fund as a whole was being employed to utmost advantage that the cost would be of negligible importance. Real determination to limit our student body to a small group of obviously gifted individuals would of itself go far toward restoring the adequacy of our depleted fellowship resources; it would give real significance to the distinction conferred by a fellowship award; it would broaden the effect of the proposed method of selecting this privileged group of students upon the general personnel of the School. Ruthless application of severe standards of performance to such carefully selected students during their first years would give final assurance of the outstanding quality of our product.

## CHAPTER LETTER REPLIES

Replies to Chapter Letter 2 include supplementary information in regard to salary reductions and the appointing of local committees from a number of institutions.

The **University of Maine** mentions incidentally the recent establishment of an insurance-annuity-retirement plan. The **Massachusetts Institute of Technology** reports a systematic effort to ascertain the extent of possible financial distress among former members of the staff through heads of the respective departments. The returns from the inquiry indicated that there were no cases of distress in which aid was necessary at the present time. **Tufts College** reports the appointment of a special committee to confer and cooperate if desired with the administration in case reductions in staff or salary should be seriously considered, which has fortunately not proved to be the case. The **University of South Carolina** reports a reduction of salaries since 1930 ranging from 33% to 66%. Legislation is expected which will make a slight increase for the coming year.

In reporting on recent chapter activities or plans for the year, **Ohio State University** mentions a membership campaign which has already brought in 14 new members; also a report by its delegate to the annual meeting and a talk by Dr. Boothe of the Bureau of Business Research on "Some Close-ups of the N. R. A."

Several chapters make suggestions for membership in the Council which will be transmitted to the Nominating Committee. In one reply it is significantly remarked: "We do not know enough about the members in general to make intelligent nominations. How can such a condition be remedied? Some organizations send out short biographical sketches of prominent members for nomination purposes." A partial answer to this comment is that the recently published *Leaders in Education* or *Who's Who* will be accessible in most libraries.

Notable activity in nominations for membership is reported from Ohio State University, Iowa State College, Louisiana State University, the University of North Dakota, and Winthrop College.

The chapter letter issued March 6 indicates in line with the report in the February *Bulletin* a plan for increased activity on the part of the standing committee on chapters, of which fuller details will be published later.

## MEMBERSHIP

### ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of thirty-one active and ten junior members as follows:

Allegheny College, John L. Heller; Arkansas State Teachers College, Mattie Sanders; Brooklyn College, Clara Marcy, Teresa Masterson, Anna Wellnitz; Carnegie Institute of Technology, Lester M. Beattie, Josephine Richards; University of Chicago, Ralph W. Gerard; University of Delaware, Robert P. Sechler; De Paul University, Byrne J. Horton; Gettysburg College, Lester O. Johnson; Haverford College, Alexander J. Williamson; Hillsdale College, Eleanor M. Kelly; Hunter College, Joseph J. McCadden, Mina Rees; Idaho State Normal School (Lewiston), Charles L. Harlan; Johns Hopkins University, Elsa R. Orent; Juniata College, Margaret F. McCrimmon; Morningside College, Mary O. McCluskey; Simmons College, Leland Hemenway, Kenneth L. Mark, Marjory Stimson; Skidmore College, Julia Hysham; Smith College, Brewer G. Whitmore; Syracuse University, Charles J. Kullmer, N. Ursula Little, Clara K. Williams; University of Texas, Everett G. Smith; Ursinus College, James L. Boswell; University of Utah, Thomas A. Beal; Washington University, Stuart A. Queen.

### TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

Albion College, Elizabeth A. Kellogg; Antioch College, Irving W. Burr; University of Arkansas, Albert De Groat; Brooklyn College, Ralph C. Benedict, Emanuel H. C. Hildebrandt; Brown University, Sinclair W. Armstrong; Bryn Mawr College, Jane Dewey; City College (New York), Moses J. Aronson, Walter A. Knittle, R. B. Winn; Drexel Institute, Walter Henneberg; Duke University, Frederick Bernheim, Mary L. C. Bernheim; Florida State College for Women, Mildred Burlingame; Geneva College, Lloyd A. Helms; Georgia School of Technology, Montgomery Knight; Goucher College, Eleanor P. Spencer; Grinnell College, Amy E. Blagg; Grove City College, G. K. Eggleston; Gustavus Adolphus College, Samuel F. Johnson; Hamilton College, Rolf E. P. King; Harvard University, M. E. Borish; Huron College, Donald C. Riley; University of Illinois, James H. Bartlett, Jr.; Iowa State College, Henry Giese; University of Iowa, H. W. Beams, Gordon Marsh, William J. Petersen; Kansas State College, Dorothy Triplett; University of Kentucky, Henry Beaumont, Louis Clifton; Lawrence College, A. Jeanette Jones; Louisiana State University, Robert T. Clark, Jr., Helen L. Gunderson; University of Louisville, George H. Harding, Harold H. Millott; University of Maryland, Robert T. Fitzhugh; Massachusetts Institute of Technology, Francis M. Currier; University of Michigan, Harvey C. Webster; University of Missouri, H. P. Hartkemeier; Moorhead State Teachers College, Karl A. Parsons; University of Nebraska, M. A. Basoco; New York University, William H. Crew, Ernst Koch; University of North Dakota, Alfred V. Overn; Northwestern University, Joseph E. Baker; Ohio State University, H. Schuyler Foster, Jr., Arthur J. Klein; University of Oklahoma, Ralph Bienfang; Pennsylvania College for Women, Helen Keil; Pennsylvania State College, Mary R. Frear; St. Lawrence University, C. W. Lightbody; Smith College, Katherine Hornbeak; University of Southern California, Milton Metfessel; Susquehanna University, Paul J. Ovrebø; Ursinus College, Philip B. Willauer; Medical College of Virginia, Rolland J. Main; Washington College, J. J. Coop; Washington

and Jefferson College, Allen C. Morrill; State College of Washington, Harold E. Blinn; Washington University, Carl F. Cori; Wells College, Isabel M. Calder; Wheaton College, Jannette E. Newhall; Williams College, Reginald F. French; Yale University, Florence E. Hooper.

### JUNIOR MEMBERS ELECTED

Columbia University, Stephen B. L. Penrose, Jr.; Harvard University, Ralph M. Hower; Haverford College, Montfort V. Melchior; Idaho State Normal School (Lewiston), Derrick A. Stephenson; Johns Hopkins University, Clarence P. Ely, Heinz Specht; North Dakota Agricultural College, Warren N. Keck; University of Oklahoma, Glenn C. Couch; Vassar College, Gabriele Humbert; University of Wisconsin, Elisha B. Chrakian.

## NOMINATIONS FOR MEMBERSHIP

The following one hundred and six nominations for active membership and thirty nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before April 25, 1934.

The Committee on Admissions consists of R. E. Dengler, Pennsylvania State, Chairman; F. K. Beutel, Tulane; H. L. Crosby, Pennsylvania; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Earl W. Anderson (Education), Ohio State  
Richard Ashman (Physiology), Louisiana State  
John V. Atanasoff (Mathematics), Iowa State  
Otto J. Baab (Religion), Illinois Wesleyan  
Howard H. Beard (Biochemistry), Louisiana State  
George S. Bel (Medicine), Louisiana State  
Richard A. Beth (Physics), Worcester Polytechnic  
Henry J. Bittermann (Economics), Ohio State  
William J. Blackburn, Jr. (Social Administration), Ohio State  
Charles A. Bloomfield (Political Science), Wyoming  
Otto F. Bond (Romance Languages), Chicago  
Gabriel Bonno (French), California (Berkeley)  
Earl E. Boushey (Physical Education), Oregon  
Edison L. Bowers (Economics), Ohio State  
Heman G. Brady (Economic Geography), New York  
Norman S. Buchanan (Economics), Colgate  
Beryl I. Burns (Anatomy), Louisiana State  
Lyle Bush (Fine Arts, English), Simmons  
Harold M. Byram (Education), Iowa State  
William H. Carter, Jr. (Economics), Connecticut State  
Blair Converse (Journalism), Iowa State  
R. K. Cutler (Physical Education), Oregon  
Adolphe J. Dickman (Modern Languages), Wyoming  
Walter L. Dorn (History), Ohio State  
Wilson R. Dumble (English), Ohio State  
A. G. Eaton (Physiology), Louisiana State  
R. H. Eckelberry (Education), Ohio State  
D. H. Eikenberry (Secondary Education), Ohio State  
Frederick S. Erdman (Mechanical Engineering), Robert  
Morris Friedberg (Economics), Simmons  
James F. Fullington (English), Ohio State  
Fern Gleiser (Institution Management), Iowa State  
Margaret A. Graham (Biology), Hunter

<sup>1</sup> Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington D. C.



Halbert M. Harris (Zoology, Entomology), Iowa State  
Carl Hartzell (French), Franklin and Marshall  
Ben R. Heninger (Medicine), Louisiana State  
Edwin R. Henson (Farm Crops), Iowa State  
Alma Herbst (Economics), Ohio State  
Gertrude A. Herr (Mathematics), Iowa State  
Frank Higginbotham (Accounting), North Dakota  
Curtis M. Hilliard (Biology), Simmons  
Robert M. Hunter (Law), Ohio State  
Anna Jacobson (German), Hunter  
Bertha M. Johnston (English), North Dakota  
Rudolph H. Kampmeier (Medicine), Louisiana State  
Abraham L. Levin (Clinical Medicine), Louisiana State  
Alan M. G. Little (Classics), Yale  
Karl N. Llewellyn (Jurisprudence), Columbia  
Edith A. Longbon (Education), Baldwin Wallace  
William A. Love (Clinical Medicine), Louisiana State  
E. Wilson Lyon (History), Colgate  
William C. MacTavish (Chemistry), New York  
Charles Midlo (Anatomy), Louisiana State  
Henry B. Mock (English), Winthrop  
Walter H. Moran (Chemistry), North Dakota  
Harley J. Morris (Chemistry), Allegheny  
Martin Mortensen (Dairy Industry), Iowa State  
Jalmar Muus (Law), North Dakota  
Tilda R. Natwick (Home Economics), North Dakota  
Julia O'Sullivan (Education), Hunter  
Thomas C. Pollock (English), Ohio State  
John J. Ritter (Chemistry), New York  
Fred Robertson (Mathematics), Iowa State  
T. H. Robinson (Sociology), Colgate  
Frank S. Rowley (Law), Cincinnati  
Edward Sanders (Education), Colgate  
Florence Sargent (Chemistry), Simmons  
Jessie W. Scott (Textiles, Clothing), North Dakota  
James H. Shoemaker (Economics), Brown  
Milton V. Smith (Political Science), Dartmouth  
Omer E. Sperry (Botany), Nebraska  
Raymond C. Staley (Mathematics), North Dakota  
Joseph H. Twichell (Religion), Williams  
Marion A. Weightman (Physical Education), City of Toledo  
Volney H. Wells (Mathematics), Williams  
Robert H. Wilson (Biochemistry), Louisiana State

### NOMINATIONS FOR JUNIOR MEMBERSHIP

Gay W. Allen (English), Wisconsin  
Mary T. Armentrout (History), Virginia  
Henry P. Beers (History), Pennsylvania  
James G. Bickley (Spanish), California (Berkeley)  
Philip C. Brooks (History), George Washington

Paul B. Cameron (Medicine), Louisiana State  
 Frederick Crescitelli (Biology), Brown  
 H. Bentley Glass (Biology), Missouri  
 Edgar Hull (Medicine), Louisiana State  
 Daniel M. Kingsley (Anatomy), Louisiana State  
 William M. McCord (Biochemistry), Louisiana State  
 Bertram Morris (Philosophy), Cornell  
 Coleman Parsons (English), Vassar  
 Herbert R. Sensenig (German), Dartmouth  
 Morris Shushan (Medicine), Louisiana State  
 Ida M. Smith (Primary Education), Oregon Normal (Monmouth)  
 Richard A. Staderman (Economics), Harvard  
 Walter A. Stanbury, Jr. (English), Duke  
 Carlo J. Tripoli (Internal Medicine), Louisiana State  
 George S. Whitehead (Economics, Political Science), California (Berkeley)  
 Inez W. Williams (Entomology), Massachusetts State  
 Fadra H. Wilson (Education, Psychology), Louisiana State  
 Ralph P. Winch (Physics), Williams

#### SUPPLEMENTARY LIST OF NOMINATIONS FOR ACTIVE MEMBERSHIP

Paul E. Barr (Art), North Dakota  
 Earl R. Beckner (Economics), Butler  
 Frederick W. Bennett (Animal Husbandry), Georgia  
 Harold W. Bibber (Electrical Engineering), Ohio State  
 Ruth E. Campbell (Physical Education), Wyoming  
 Elbridge Colby (Military Science), Vermont  
 W. H. Cowley (Psychology), Ohio State  
 Sarah E. Cragwall (Home Economics), Winthrop  
 Hugh L. Elsbree (Political Science), Dartmouth  
 Milton P. Jarnagin (Animal Husbandry), Georgia  
 Silas A. Harris (Law), Ohio State  
 John N. Hough (Classics), Ohio State  
 Norman D. Lattin (Law), Ohio State  
 John W. McCain, Jr. (English), Winthrop  
 William F. McDonald (History), Ohio State  
 Helen G. Macdonald (Political and Social Science), Winthrop  
 Anne D. Mackey (Physical Education), Hunter  
 Willis D. Magginis (Secondary Education), Winthrop  
 May C. Marshall (Fine Arts), South Carolina  
 Otis M. Mitchell (Education), Winthrop  
 Glenn G. Naudain (Chemistry), Winthrop  
 Oscar S. Nelson (Accounting), Pennsylvania  
 Henry G. Nester (Zoology), Butler  
 Robert S. Newdick (English), Ohio State  
 Alice Parker (English), Lindenwood  
 Charles O. Peratt (History, Government), Morehead State Teachers  
 Waldo S. Rice (Animal Husbandry), Georgia  
 Walter B. Roberts (Music), Winthrop  
 Elwood I. Terry (Natural Science), Winthrop  
 Ruth Wheeler (Physiology), Vassar

**SUPPLEMENTARY LIST OF NOMINATIONS FOR JUNIOR  
MEMBERSHIP**

E. T. Adams (Philosophy), Colgate  
Donald Agnew (Education), Winthrop  
Cazlyn G. Bookhout (Zoology), Duke  
Manning J. Daner (History, Political Science), Florida  
Marion A. Greene (Romance Languages), Richmond  
Mary E. Haller (Mathematics), Washington (Seattle)  
Ida W. Kubitz (German), Juniata  
Herbert E. Putnam (American History), Vermont  
Carl E. Rankin (Education), Westminster  
Charles B. Sumner (Tobacco Diseases), Clemson

## Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary.

Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available section at a charge of \$1.00 per line for the first insertion and 50 per cent of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may, upon inquiry, receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

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### Vacancies Reported

Art: Assistant or associate professor, mid-western college. Ph.D.  
Salary, \$2000-\$2500. V 685

Bible and Religion: Assistant or associate professor, mid-western college.  
Ph.D. Salary, \$2000-\$2500. V 687

Bible and Religious Education: Professor, man, mid-western college.  
M.A. and Ph.D., teaching experience desirable; training in conservative  
theological atmosphere required. Presbyterian preferred. Salary,  
\$1500. V 673

Business and Economics: Associate professor, small eastern college.  
M.A., Ph.D. preferred. To teach money and banking, accounting, mar-  
keting, typewriting, corporation finance, business organization and man-  
agement. Personal interview expected. Salary, \$1800-\$1900.  
V 674

Deanship: Man, mid-western college. Ph.D. preferred. V 683

Geology: Assistant or associate professor, mid-western college. Ph.D.  
Salary, \$2000-\$2500. V 686

Health Service: Director, woman under 40, eastern college for women.  
Training, experience, and interest in college public health for administra-  
tion, guidance of students, care of sick. V 646

Library Science: Professor, man, leading southern university for negroes.  
Ph.D. or equivalent work; training in library science; experience, broad  
cultural background, ability to work with people. Salary, \$3000-\$4000.  
V 669

Mathematics-Science: Professor, single man over 30, southern college for  
women, to head division. Doctor's degree; teach biology, botany,  
zoology. Personal interview necessary. Salary, \$2200 and living.  
V 659

Zoology, Botany: Man, married, 35 or younger, mid-western college.  
Ph.D. in zoology, minor in botany; at least two years' college experience.  
Rank and salary dependent on applicant. V 668

### Teachers Available

Aeronautical, Mechanical Engineering: M.S. Five years' teaching and executive experience. A 797

American History (Political, Economic, Constitutional): A.B. Brown, A.M. Harvard, Ph.D. Ohio State; research; business statistics. A 851

Argumentation, Debate, Oratory: Man, 46, M.A., 22 years' college teaching experience (13 years head of department of public speaking). Author successful textbooks, Debate and Oratory. A 798

Biochemistry: Woman, Ph.D. Columbia. Seven years' teaching, three years' research. Publications. Available September, 1934. A 799

Biology: Man, Sc.D. Johns Hopkins. Five years' full time research. Publications. Pre-medical subjects, especially parasitology. A 800

Chemistry: Man, Ph.D. Several years' teaching and research experience in high grade universities and research institute. Especially qualified for both teaching and research. Now in professional research; prefer academic position. A 801

Classics: Man, 40, married, M.A., candidate for Ph.D. Four years' experience in large university. A 802

Classics: Young woman, Ph.D. Johns Hopkins, seeks position as assistant, teaching or research. A 803

Cultural and Physical Anthropology: Man, Ph.D. Yale, postgraduate study University of Berlin, Germany. Long experience college teaching, travel, lecturer, desires change. Available now. A 804

Economics, Business Administration: Man, 26, candidate Ph.D., August, 1934. Four years in research bureau, teaching experience. A 805

Economics (Finance, Taxation): Man, 29, Ph.D., seven years' experience. A 806

Economics, History, Sociology: Man, Ph.D. Fourteen years' experience. A 807

Education: A.B. Harvard, Ph.D. Columbia: 14 years' experience. A 852

Educational Psychology: Man, 36, Ph.D. Six years in present position. Desires promotion. A 808



English: Man, Ph.D. Boston University. Shakespeare seminar, Yale. Fifteen years' college teaching from Atlantic to Pacific Coast. Experience and appreciation of human values in teaching. Available June or September. A 809

English: Man, Ph.D. Columbia. Wide teaching experience, several years head of department, study and travel abroad. Available September. A 810

English: Man, 45, Ph.D. Considers location and atmosphere more important than salary. Platform, radio, and journalistic experience. A 811

European History and Modern Languages (French, German, Italian): Ph.D. Marburg (Germany). Widely traveled, long residence in France, Germany, and Italy. Fifteen years' teaching experience; at present, associate professor, middle Atlantic college. Publications, broad cultural interests, excellent references. A 812

Exchange professorship: Botanist, Ph.D., experienced in teaching and research, holding position in attractive region of southwest, desires one-year exchange with botanist or biologist in east or southeast. A 813

Far Eastern Civilizations: Man, Ph.D. Yale. Wide travel, long residence in Orient, acquaintance with vernacular, experienced teacher and lecturer, available now or September. A 814

French, German: Man, Ph.D. (American and French). Long training, wide teaching experience. Department head. Research, publications. A 815

French, Spanish: American, single, 30, Ph.D. Harvard. Experience, travel, research. A 816

French, Spanish: Man, American, 30, married, M.A. Five years' university teaching, foreign travel. Fluent in both languages. A 817

German: Man, M.A., near Ph.D. Five years' university teaching; publications. A 818

German: Ph.D. Marburg. At present assistant professor at eastern university. Equally qualified to teach French, Latin, and Greek. A 819

History: Man, 27, Ph.D. California. Experience. Available 1934. A 820

History: Man, married, Ph.D. University teaching experience. Worldwide travel. Preferred field: American history and Far East. A 853

History of Religion, Comparative Literature, Bible: Man. Experience. Available September, 1934. A 821

Italian: Graduate Italian university; French; Spanish. A 822

Latin and Greek: Woman, Ph.D. California. University experience, foreign travel. Publications. Available September, 1934. A 823

- Marketing: M.A., course work and languages removed for Ph.D. Present position, assistant professor in midwest university. Available in September. A 824
- Mathematics: Man, 30. Applied viewpoint, Ph.D., M. I. T. Ten years' college and university teaching experience. Available September. A 825
- Mathematics: Man, married, M.A. with additional work in education and personnel. Eight years' mathematics teaching in college. Experience in personnel and supervision. Desires position in mathematics. A 826
- Mathematics: Man, 34, married, M.A. Eight years' experience in teaching college mathematics. Undergraduate and graduate courses. Summer school or permanent connection. A 827
- Mathematics: Man, married, M.S. Chicago. Four years' graduate work. Twelve years' college teaching. A 828
- Mathematics and Astronomy: Man, 34, married, expects to complete Ph.D. requirements, California, summer 1934. Five years' teaching experience, observatory experience. Available September, 1934. A 829
- Mathematics or Teaching of Mathematics: Man, 36, married, Ph.D. Columbia. Ten years' college experience. Now assistant professor in mid-western college. A 830
- Mechanical Engineering: Man, 30, M.E. Yale. Thermodynamics, internal combustion engines, and steam power. Seven years' teaching with experience as consultant on boiler plant and gasoline engine design. Available September. A 831
- Music: Man, A.B., Mus.B., 11 years head of piano and organ department in college. Summers in study with concert artists and composition with noted composers here and abroad. A 832
- Music: Man, M.A. At present associate professor, eastern women's college. Experienced concert pianist. Compositions published. Organist. A 833
- Music: Woman, American, diploma, Meister-schule National Academy, Vienna, 1928. History, harmony, theory, appreciation, piano. Seven years' experience in university teaching. Eight years' European study and travel. Connected with European summer conservatory. Available now or September, 1934; university preferred. A 834
- Philosophy: Ph.D. Thirteen years' college and university experience. Available September. A 835
- Philosophy: Woman, Ph.D. Bryn Mawr. Experience. Available 1934. A 836
- Philosophy, Art: Man, Ph.D. Study abroad; linguist. Eleven years' college experience. Available June. A 837

Philosophy, Bible: Man, 29, married, S. T. B., candidate for Ph.D., 1935. Teaching experience as Bowne Fellow, Boston University. Ordained and experienced minister. Available after May, 1934. A 838

Philosophy, English, Assistant Deanship: Woman, Ph.D. Experience. Available 1934. A 839

Philosophy, History of Religions: Man, 37, Ph.D. Secondary and college teaching. Also qualified to teach psychology, sociology, education. Prefers west, southwest, or south. Available summer or fall, 1934. A 840

Philosophy, Religion, Bible: Ph.D. Columbia. Six years' college teaching. A 841

Physics: Man, near Ph.D., 10 years' teaching experience in leading colleges. Interested in summer school work. Prefers connection that will afford opportunity for research. Excellent references. A 842

Physics: Man, Ph.D. Nebraska; 12 years' physics teaching in college. Because of child's health, wishes location in a warm and preferably dry climate. A 843

Physics: Ph.D. Cornell. Experienced. Past five years, head of department. A 844

Physics; Mathematics, Electric Circuits: Ph.D. Study abroad. Publications. Teaching and research. A 845

Psychology: Man, 27, Ph.D. Columbia. Four years' university teaching. Publications. Sigma Xi. A 846

Sociology: Man, Yale Ph.D. Publications, accomplished linguist, traveled, lecturer, years in large New England college, desires transfer either end of 1934. A 847

Spanish, French, Italian: Ph.D., linguist, American. Sixteen years' teaching; travel; philological writings. University preferred, 1934-35. A 848

Statistics: Teaching experience; trained in research. A 849

Zoology: Man, 42, married, Ph.D. Graduate work at Yale, Columbia, Pittsburgh, Paris, Harris Teachers College. Sixteen years' experience in college teaching (10 as department head). Trained also in higher education, personnel, and college administration; special study college finance; publications in fields indicated; college survey; experience in vocational advising. Travel, platform, honorary societies, member national committees. Excellent references. Prefers college position as professor, dean, director of personnel, or combination. A 850

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